DOCUMENT RESUME

ED 360 610 CG 024 995

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TITLE	The Prevention of Youth Violence: A Framework for Community Action.
INSTITUTION	Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE	93
NOTE	141p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adolescents; Children; *Community Action; Models; *Prevention; *Violence; *Youth Problems

ABSTRACT

Many concerned individuals and community-based organizations want to reduce violence and prevent injuries and deaths from violence among youths in their community. This manual is designed to help. It includes a menu of specific activities for communities to undertake plus a framework for putting those activities effectively into place. The manual is based on the principles of effective, community-based health promotion programs that have been successfully used to address a variety of chronic diseases as well as problems of youth, such as sexually transmitted diseases and teenage pregnancy. The manual is divided into two major sections, "Activities To Prevent Youth Violence" and "Program Management." The first section describes the target groups, settings, and strategies for the prevention of youth violence. The section takes into account what is known about youth violence through scientific research, what has been learned through innovative community efforts, and what has been learned from interventions used to prevent other types of health or social problems. The section on program management covers the basic principles of effective community-based health promotion programs. This section describes the processes of organizing the community; gathering and analyzing the information needed to describe adequately the problem of youth violence in the community; setting goals and objectives; locating resources; and monitoring the progress of the program. The appendix contains a 37-page chart of community programs designed to prevent youth violence. (NB)

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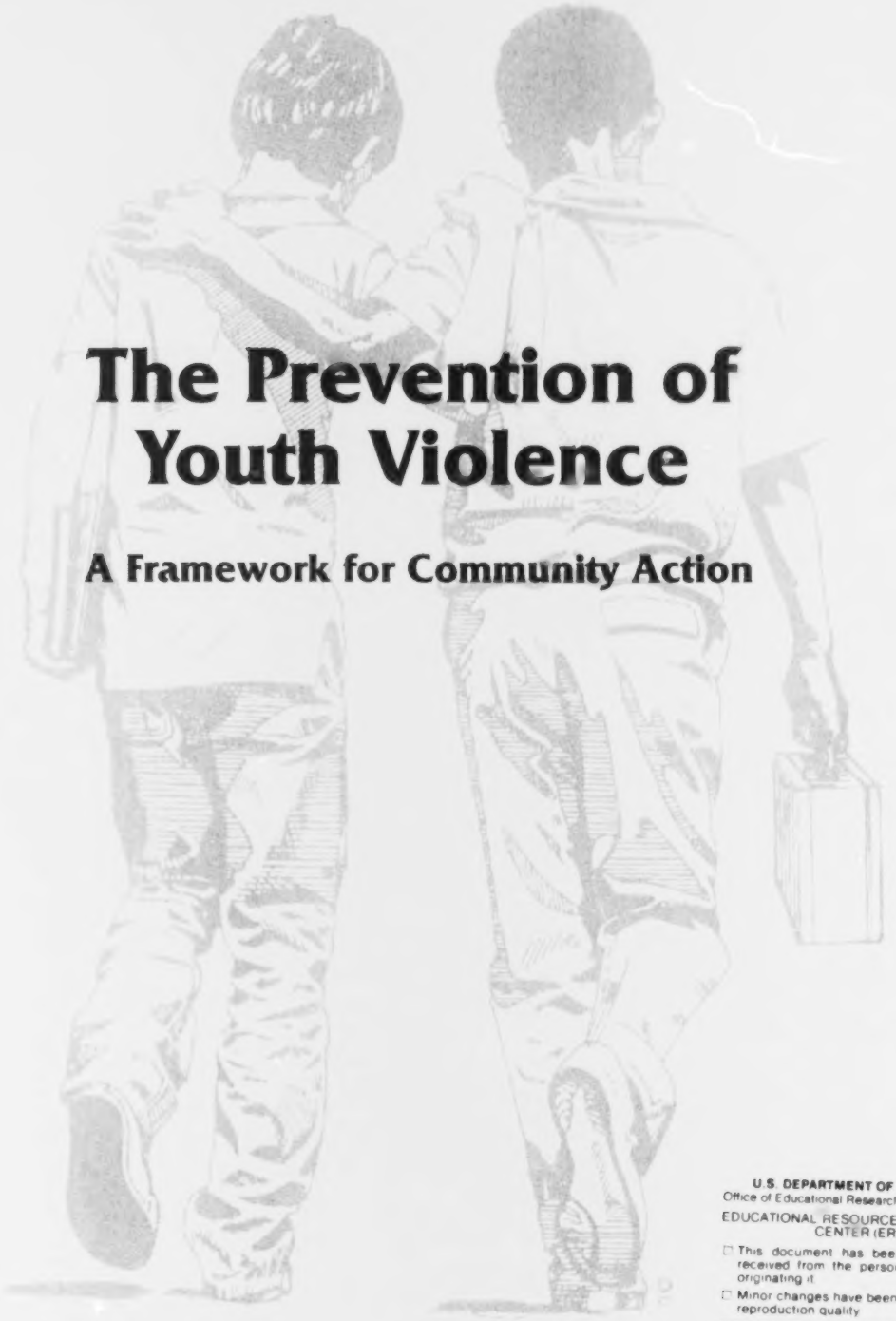

The Prevention of Youth Violence

A Framework for Community Action

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The Prevention of Youth Violence

A Framework for Community Action

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Acknowledgments

The people who contributed to this manual are numerous and very dedicated to this field. In particular, we would like to acknowledge the following groups:

- Those who gave their time in August 1991 to sit in a crowded room and discuss and debate points of content and advise CDC on the direction of this manual.
- Those who provided written and oral comments on drafts of the document.
- All who attended the Forum on Youth Violence in Minority Communities in December 1990 at which many of the ideas in this manual were first expressed, and the Minority Health Professions Foundation and the Morehouse School of Medicine, the co-sponsors of that forum.
- The staff at Education Development Center, Inc., who prepared the background papers for the Forum on Youth Violence in Minority Communities.

Most importantly, we would like to acknowledge the many people in the United States who work to prevent youth violence: people in communities who know the problem first hand, schools, and social service and law enforcement agencies, and the researchers who seek answers to troubling questions. Their work has been hard, but not unnoticed. They have opened the door for the rest of us to enter.

Suggested citation: National Center for Injury Prevention and Control. The prevention of youth violence: a framework for community action. Atlanta, GA: Centers for Disease Control and Prevention, 1993.

Table of Contents

	Page
PREFACE	v
INTRODUCTION	1
Background	1
The Purpose of this Manual	2
ACTIVITIES TO PREVENT YOUTH VIOLENCE	4
Target Groups	5
The General Population of Youth	6
Youth Who Engage in High-Risk Behaviors	7
Young Children	7
Other Target Groups	8
Settings	9
Strategies	11
Education	12
Adult Mentoring	12
Conflict Resolution	13
Training in Social Skills	14
Education to Prevent Injuries from Firearms	15
Parenting Centers	15
Peer Education	16
Public Information and Education Campaigns	17
Legal and Regulatory Change	18
Regulations Concerning the Use of and Access to Weapons	18
Regulations Concerning the Use of and Access to Alcohol	20
Other Types of Laws and Regulations	21
Environmental Modification	22
Modification of the Social Environment	22
Home Visitation	22
Preschool Programs such as Head Start	23
Therapeutic Activities	23
Recreational Activities	24
Work/Academic Activities	25
Modification of the Physical Environment	25
Combining Activities for an Effective Program	27

PROGRAM MANAGEMENT 29

Community Ownership 29
Defining the Problem 32
Factual Information 32
Opinions from Members of the Community 33
Community Background Information 34
Data Presentation 34
Goals and Objectives 36
Locating Resources for your Program 40
Private Organizations 41
Community Organizations 41
Foundations 42
Corporations 42
Public Agencies 43
Local Agencies 43
State Agencies 43
Federal Agencies 45
Monitoring the Progress of your Program 48

CONCLUSION 50

OTHER USEFUL THINGS TO READ 52

APPENDIX: Activities in the United States to Prevent Youth Violence 54

PREFACE

Violence has become common in the United States of America. Every day we see, hear, or experience some form of violence. Murder, sexual assault, child abuse, injuries from fighting, riots at sporting or entertainment events, and other violent occurrences directly affect many Americans. These acts of violence are uniformly condemned by our society, and we are upset and frustrated by their persistence and frequency.

Although most of this violence is obvious and unacceptable, a good deal of it is subtle and even condoned. Indirectly, we are exposed to violence daily on television, radio, and in the newspapers. Modern technology brings on-the-scene coverage of gun-battles, sniper attacks, riots, and other physical violence directly into our homes from our own cities and towns and from around the world. Movies and television entertain us with realistic and bloody dramatizations of murders, beatings, and tortures. Warlike video games have become a popular part of our culture, and our children routinely watch cartoons that depict violent events.

Sadly, the constant exposure to physical violence, some of which we do not even recognize as violent, dulls our natural distaste for this behavior. Violence has become so common that not only do we expect and accept it, but we have begun to view it as appropriate behavior. Frustrated by unemployment, difficult economic times, interpersonal or marital difficulties, racism, and other stresses of modern life, we sometimes respond in a variety of hostile and destructive ways.

Traditionally, our society has taught us that violence often equals courage and strength. We must unlearn this tragic lesson. If we are to survive as healthy, responsible, and caring people, we must teach ourselves and our children that violence does not solve problems.

This manual, which gives a framework for community action, is but one part of an increased effort by the U.S. Department of Health and Human Services to reduce the number of injuries and deaths produced by violence. Much needs to be done to understand our needs and reactions to the many ways violence robs us of our lives, health, potential security, and peace. We do not claim that the strategies and programs described in this manual provide all the answers to this

complex problem. They focus on ways to prevent and discourage physical violence only. The suggested activities are designed to draw upon and empower the creative energies of local communities.

As a nation, we must make this task a priority. We can reduce the violence. We can change our lives. We can make our world a safer place for our children, our elderly, and ourselves, making it easier for each member of our society to achieve her or his full potential.

INTRODUCTION

BACKGROUND

Violence is a large and important health problem in the United States. More than 20,000 people die from homicide every year and more than 2,000,000 people suffer injuries received in violent conflicts. The emotional toll is immense. Violence and violence-related injuries and deaths are particularly common among young people and have escalated in recent years.

In December 1990, the Centers for Disease Control (CDC) and the Minority Health Professions Foundation responded to the growing concern of African-American and other minority communities about violence among youth by convening a conference entitled *Forum on Youth Violence in Minority Communities: Setting the Agenda for Prevention*. The purpose of this forum was to review what is known about programs designed to prevent youth violence. This framework for community action originated from the discussions in that forum. It has grown and developed through subsequent discussions and meetings with many concerned individuals throughout the country. As this manual progressed, the complex distribution of violence across the United States became clear. Some communities of color are severely affected by violence. Others are not. Some white communities have high rates of violence while others do not. However, the potential for violence exists everywhere. Therefore, this manual can be used by any community dealing with present or potential problems of violence.

Each community must assess its own needs and adapt the framework to its own characteristics. The underlying causes of violence vary from community to community. Urban, suburban, and rural communities differ; each community is unique.

Experts provide no simple explanations of the causes of violent injuries and deaths. Deeply imbedded cultural problems such as racism, sexism, poverty, drug and alcohol abuse, drug trafficking, and frequent exposure to violence are but a few of the important pieces of this complicated puzzle. Efforts to reduce these problems and to increase educational and economic opportunities are needed. However, the presence of these large and stubborn problems should not

make us forget that we can do something—we **can** take action to reduce violence.

American society has traditionally looked to the criminal justice system for protection from violence. Criminal justice measures have been useful. However, they have not enabled us to satisfactorily reduce the burden of violence upon society. One important reason is that much of the violence does not begin in a criminal setting but arises instead between companions involved in arguments, sometimes over trivial matters. In fact, more than 40 percent of all homicides occur between friends and acquaintances.

Throughout the country, community organizations are addressing the problem of violence at the local level. These organizations are starting activities based on their understanding of local problems and local conditions. Conflict resolution training is provided in a number of schools. Schools are seeking ways to reduce the number of weapons brought on campus. In several cities, programs are redirecting the energies of young people in gangs from violent confrontations to more peaceful pursuits.

In preparing this manual, we were aware that a great deal of evaluation needs to be done to determine which of the many activities that have been tried or proposed actually do prevent youth violence. However, the seriousness of the problem of violence demands immediate action.

THE PURPOSE OF THIS MANUAL

Many concerned individuals and community-based organizations want to reduce violence and prevent injuries and deaths from violence among youths in their community. This manual is designed to help. It includes a menu of specific activities for communities to undertake plus a framework for putting those activities effectively into place.

The manual is based on the principles of effective, community-based health promotion programs that have been successfully used to address a variety of chronic diseases as well as problems of youth, such as sexually transmitted diseases and teenage pregnancy.

The manual is divided into two major sections.

"Activities To Prevent Youth Violence" describes the target groups, settings, and strategies for the prevention of youth violence. The chapter takes into account

- What is known about youth violence through scientific research
- What has been learned through innovative community efforts
- What has been learned from interventions used to prevent other types of health or social problems

"Program Management" covers basic principles of effective community-based health promotion programs. This section describes the processes of

- Organizing the community
- Gathering and analyzing the information needed to describe adequately the problem of youth violence in the community
- Setting goals and objectives
- Locating resources
- Monitoring the progress of the program

ACTIVITIES TO PREVENT YOUTH VIOLENCE

To prevent violent injury and death, we need to weaken or break the chain of events that leads to violence. Often we do not know exactly why people behave violently, why one adolescent will react violently in a given situation while another who has a similar background will not. We need to learn much more about the causes of violence in American society.

Yet even with imperfect knowledge, helpful action can be taken. We can teach, we can enact and enforce regulations, we can change the environment. Youth can be taught skills to help them deal with violent situations. They can be helped to develop the self-esteem needed to solve differences without violence. Young people can be taught about the situations or actions that are likely to result in violence or violent injuries, such as associating with violent peers, using alcohol or drugs, and possessing a firearm or other weapon. They can be provided with mentors, or special teachers, who can serve as role models. Laws and regulations can be developed specifically to reduce injuries and deaths, such as stronger laws governing the use, ownership, and sale of guns. Teenage parents, abused children, or bored or wayward teenagers can be provided with training, support, and recreation.

In selecting the activities for any community, you should consider the following general principles:

1. Each activity should have

   - an identified target group (e.g., high school students, youths in detention centers)
   - a setting in which that target group is reached (e.g., schools, detention centers)
   - a method or strategy to accomplish the objective (e.g., classroom instruction, mentors)

2. No single activity in isolation is likely to solve the problem of youth violence. There are too many types and too many causes of violent injury and death to be solved by one strategy. The most effective programs include several types of activities. Most programs will need

to begin with one activity and add more activities as they gain experience and resources.

3. Activities should complement one another. For example, instruction on how to avoid gang membership may be complemented by alternative activities. Instruction on nonviolent conflict resolution may be accompanied by more monitors in the school hallways.

4. Activities may address different steps in the chain of events that lead to injury and death. For example, activities may address

- factors that influence behavior (e.g., knowledge and attitudes)
- the behavior itself (e.g., carrying weapons or fighting)
- health outcomes (e.g., injury or death)

5. The activities selected should be determined by the unique characteristics of the community and the goals and objectives of the program. Activities that have worked in other communities may be a good place to start. They can often be modified to meet the specific needs of your community. However, an activity should not be selected simply because it is or appears to be working in another community.

TARGET GROUPS

A target group is the group of people whom the program or activity is designed to influence. Depending on the activity, the target group may be broad or specific. For example, some activities may address adolescents who are out of school or who have a history of violent or criminal behavior. Other activities may address all young children. Still others may address parents, teachers, employers, or others who interact directly or indirectly with youth. Activities suitable for one group may be inappropriate for another because groups and individuals vary in terms of culture, values, knowledge, attitudes, skills, behaviors, experience, and other attributes.

The selection of target groups should take into account the specific nature of the problem being addressed, the major goals and objectives of the program, and community characteristics. For example, members of youth gangs would not be an appropriate target group if

gangs are not a problem in the community.

Successful programs will have activities that address many target groups. However, this takes time, and a decision must be made about which target groups to address first. There are a few broad categories of target groups (Table 1) that are useful to consider.

Table 1. List of Possible Target Groups

General population of youth

Youth with high-risk behaviors

- juvenile offenders
- youth with histories of fighting or victimization
- drug/alcohol abusers
- drug dealers
- weapon carriers
- gang members
- school dropouts
- unemployed youths
- homeless youth
- relocated and immigrant youth

Young children (10 years or less)

- abused or neglected children
- children who have witnessed violence
- children with behavioral problems

Other target groups

- family members
- special groups of adults
- general population

The General Population of Youth

Many activities designed to reduce injuries from youth violence can be applied to all youth (or to the environment that affects them). An example of such an effort is teaching conflict resolution skills to high school students. In this instance, the purpose of the intervention is to affect the manner in which all students resolve conflicts, not just those students who are thought to be most likely to engage in violent behavior. Programs with activities directed toward the general popu-

lation of youth, if successful, are likely to produce early and possibly substantial reductions in violent injuries and deaths. However, to be successful they must reach large numbers of youths.

Youth Who Engage in High-Risk Behaviors

Youth with high-risk behaviors are those most likely to be injured, those most likely to engage in violent behavior that injures others, or both. These groups include young people who consistently engage in physical fights to resolve problems, those with a criminal record or a history of inflicting or receiving a violent injury, drug users, gang members, or those who have failed or dropped out of school. Other youth who may be at risk for fighting are relocated youth. This group includes immigrants and migrants, and can also include youth who live in communities that are highly mobile. One other group that may be prone to fighting are those with emotional or mental deficiencies who may not have the personal skills to settle disputes nonviolently.

If successful, activities directed toward this group of youth may show early and possibly substantial reductions if these groups account for much of the violent injuries and deaths among youth in the community.

Special efforts are often necessary to locate and contact youth with high-risk behaviors. Outreach workers may help. They can meet youths on street corners, parks, fast-food restaurants, or other places where they gather. They work to establish trust. Once trust is established, outreach workers may be able to refer or guide adolescents with high-risk behaviors into helpful activities. Outreach is important in making contact with youth who engage in high-risk behavior, but it is only a part of a program. Other activities are also necessary. The Community Youth Gang Services (CYGS) of Los Angeles, California, is a good example of a program that has a strong outreach component with a number of other program activities. This program is described on pages 27 and 28.

Young Children (10 Years Old or Less)

Violence is a learned behavior. The basic values, attitudes, and interpersonal skills acquired early in life are likely to be pivotal in developing predispositions for violent behavior later in life. Therefore, activities for young children that promote nonviolent values, attitudes, and interpersonal skills are important to consider. Also, any long-term strategy to prevent violence may also want to include

children who are abused or witness violence and activities that lessen the consequences of exposures to violence. If successful, these interventions may show substantial reductions in violent injuries and deaths when these children become adolescents.

Other Target Groups

The above three categories of target groups--the general population of youth, youth with high-risk behaviors, and young children--may be considered direct target groups because activities are intended to reduce violent injuries and deaths among those groups or caused by those groups. Programs focusing on these groups will also need activities for indirect target groups—those people who have a particular relationship with the primary target group. Examples of indirect target groups are family members, adult role models, or the general population.

Family members. Family experiences play a critical role in causing, promoting, or reinforcing violent behavior among youth. Consequently, the family is an important target for activities to prevent youth violence. Activities that target families can focus on parents, siblings, or the entire family unit. Typically, these activities reinforce health promotion or prevention messages, support the parents in raising and managing children and youth, or provide help in coping and responding to family crises.

Special groups of adults. Teachers, coaches, clergy, health professionals, counselors, athletes, entertainers, and other adults often have special relationships with children and youth. They may be important role models. They may also recognize or decide which children and youth need or receive special services. Adult role models are an important target for youth violence-prevention activities because they are very influential in the lives of children and youth, frequently serving as confidants. As such, they can reinforce health promotion and prevention messages, including those pertaining to violence.

General population. The general population is an important target group for several reasons. First, people need to be educated about the role of society as a whole in promoting violent behavior. Second, activities such as modifying or passing gun control legislation may affect wide segments of the population. For such activities to be successful, we must address the entire population.

SETTINGS

The setting is the location where a prevention activity occurs. There are four important considerations involved in selecting settings for a prevention activity (Table 2).

- First, select a setting where you can reach the target group. Schools, for example, may be an appropriate setting for the general population of youth, but are not an appropriate setting if the target group is youth who are no longer in school.

- Second, select a setting appropriate for the strategy. A classroom curriculum probably will not be effective if administered on the playground.

- Third, select multiple settings for each target group. The frequency of violent behavior is more likely to decrease if complementary messages or experiences occur in several settings and if the environment is made less conducive to violence. For example, a young boy is less likely to be violent when he is taught alternatives to violent behavior in the school, is exposed less often to violence in the home, and plays in supervised areas where fights are not likely to take place.

- Fourth, when appropriate, select one setting suitable for several target groups. Churches, for example, may be an appropriate setting for reaching both youths and parents.

Settings in which the general population of youth may be reached include schools, churches, streets, playgrounds, youth activity sites, and homes. Additional settings where certain groups with high-risk behaviors may be found include juvenile justice facilities, mental health facilities, social service facilities, and the medical care facilities. Young children may also be reached in child care settings (e.g., Head Start locations).

Table 2. Settings Where Target Groups May Be Reached

Setting	General Population of Youth	Youth with High-Risk Behaviors	Young Children in General Populations
Schools	X	X	X
Homes	X	X	X
Religious organizations	X	X	X
Streets and public areas	X	X	
Playgrounds	X	X	X
Day care centers			X
Juvenile justice facilities		X	
Medical care facilities	X	X	X
Community and recreation centers	X	X	
Mental health facilities		X	
Social service facilities		X	X

STRATEGIES

Activities to prevent youth violence typically employ one of three general prevention strategies: education, legal and regulatory change, and environmental modification. Each of these general strategies has a role in a comprehensive youth violence prevention program (Table 3).

Table 3. Types of Strategies

Education	Legal/Regulatory Change	Environmental Modification
Adult Mentoring	Regulate the Use of and Access to Weapons	Modify the Social Environment
Conflict Resolution	• Weaponless schools	• Home visitation
Training in Social Skills	• Control of concealed weapons	• Preschool programs such as Head Start
Firearm Safety	• Restrictive licensing	• Therapeutic activities
Parenting Centers	• Appropriate sale of guns	• Recreational activities
Peer Education	Regulate the Use of and Access to Alcohol	• Work/academic experiences
Public Information and Education Campaigns	• Appropriate sale of alcohol	Modify the Physical Environment
	• Prohibition or control of alcohol sales at events	• Make risk areas visible
	• Training of servers	• Increase use of an area
	Other Types of Regulations	• Limit building entrances and exits
	• Appropriate punishment in schools	• Create sense of ownership
	• Dress codes	

Education

Education provides information and teaches skills. New knowledge and new skills change or reinforce a person's attitude and behavior thus reducing the chances that the person will behave violently or become a victim of violence. Educational efforts can be directed toward a wide variety of target groups to help convey knowledge and skills. Face-to-face teaching may occur in the classroom, in worksite or recreational settings, or through special teachers, such as nurses on home visits.

Knowledge and skills are a crucial part of the process, but they are often insufficient by themselves. The acquisition of knowledge is usually not followed immediately by the adoption of new behaviors. Behavioral change requires time and repeated effort and is more likely to occur if the physical and social environment support and encourage it.

The following are examples of types of educational strategies. With each example are several brief descriptions of the strategy as it is being implemented in a U.S. community.

Adult Mentoring

Mentors are special adults who provide a positive, caring influence and standard of conduct for young people. Mentors provide models for young people who have none, or they offer alternatives to negative role models. Mentors may reinforce positive attitudes or behaviors that children are trying to express. Adult role models may be teachers, counselors, friends, and confidants, or simply members of the community. Mentoring activities can be conducted in almost any setting, such as schools, churches, businesses, or other community locations. The attention and interest bestowed on the youngsters by people who care enhance the youth's self-esteem and strengthen his or her ability to choose nonviolent methods to resolve conflict.

Baltimore, Maryland, Project RAISE (410) 685-8316

In 1988, Project RAISE recruited mentors for more than 400 sixth-grade students. The mentors contact the students at least weekly and meet with them face to face at least every other week. The mentors serve as role models, provide academic support, and strive to boost the youths' self-confidence. The mentors are recruited from two churches, two businesses, and two colleges that serve as sponsors of the project. A Project RAISE staff member coordinates the project with the schools, matching mentors with students after informal contacts and information exchanges with mentors and students. A private foundation is funding the project.

Atlanta, Georgia, Go to High School, Go to College (404) 766-5744

The Atlanta "Go to High School, Go to College" project has paired 100 successful older men with adolescent African-American males at four Atlanta area high schools and one middle school. Each mentor meets twice a week with a student who is struggling academically, has discipline problems, or is at risk of dropping out of school. The mentors are provided with a 40-page curriculum of instructions and ideas. Mentors strive to increase the students' self-esteem and improve their grades. A local fraternity chapter provides scholarships to students who qualify and want to attend college.

Conflict Resolution Education

Classes in conflict resolution are designed to provide students with the opportunity to develop empathy with others, learn ways to control impulses, develop problem-solving skills, and manage their anger. Usually this curriculum is delivered in the classroom setting, although other settings, such as churches, multi-service centers, boys and girls clubs, recreation centers, housing developments, juvenile detention centers, and neighborhood health centers may be appropriate also. Courses in conflict resolution have been developed for students in both elementary and high schools.

The methods used to teach conflict resolution usually include role-playing conflict situations and analyzing the responses to, and consequences of, violence. Generally, students are trained for 15 or 20 hours, after which they may work in pairs mediating conflicts that occur in the classroom or cafeteria, on the playground, or elsewhere. These conflicts cover a wide range of situations, including bullying, stealing, and spreading rumors. Teaching materials can be designed to meet individual needs of different groups of students.

Boston, Massachusetts, The Boston Conflict Resolution Program (617) 492-8820

The Boston Conflict Resolution Program (BCRP) is a violence prevention program that helps elementary school teachers and students understand and deal with conflicts frequently encountered in schools. These conflicts often result from prejudice, competition, miscommunication, an inability to constructively express feelings, and a lack of respect and concern for others. Teachers participate in an intensive training program in conflict resolution, cooperation, and communication skills, dealing with cross-cultural conflict, anger management, and encouraging caring and empathy. They then receive in-class support from a multiethnic team of trained staff developers who help them implement what they have learned in the training. In addition, the BCRP staff provide teacher training, implement peer mediation programs, and develop curricula and instructional resources.

San Francisco, California, The School Initiatives Program (415) 552-1250

The School Initiatives Program in San Francisco grew out of a community program that began in 1977 to train community residents to help their neighbors resolve disputes peacefully. In 1982, this program expanded to the schools because of growing conflict and violence in that setting.

This program has two components: classroom curricula and a conflict manager's program. Classroom materials are designed for elementary and secondary school students. These materials help students acquire self-esteem and the skills needed to resolve conflict and build a stronger sense of cooperation and community at school. To become conflict managers, students at the middle- and high-school level participate in 15 hours of training over two and one-half days. They learn communication, leadership, problem-solving, and assertiveness. Once trained, these students help their fellow students to express and resolve their conflicts nonviolently.

Training in Social Skills

Teaching young people social skills provides them with the ability to interact with others in positive and friendly ways. Training in social skills includes many things that help students successfully interact with others. Aspects of social-skills training include maintaining self-control, building communication skills, forming friendships, resisting peer pressure, being appropriately assertive, and forming good relationships with adults. Nonviolent conflict resolution training may be included with these other social skills. Acquiring these skills provides students with appropriate standards of behavior, a sense of control over their behavior, and improved self-esteem. They may be less likely to resort to violence or become victims of violence.

These educational activities can be conducted in schools, day-care settings, after-school programs, and youth organizations.

New Haven, Connecticut, The New Haven Social Development Program (203) 432-4530

Since 1983 the Yale University Psychology Department has collaborated with the New Haven public school system to provide training in social skills in the middle schools of the district. The major components of this activity are classroom activities for sixth and seventh graders that teach social development, and modeling of socially competent behavior by school staff. The curriculum emphasizes self-control, stress management, problem-solving, decision-making, and communication skills. Once students have learned a general problem-solving framework, they apply their critical-thinking skills to specific issues, such as substance use. The emphasis is on providing accurate information about the topic and focusing on realistic situations. Finally, school, family, and community resources are identified that are available to help students cope with personal or family difficulties.

Methods used are role-playing, videotaping, and live modeling; classroom presentations; small-group discussion; and competitive and cooperative games. Classroom teachers undergo training that includes practice modeling and review of techniques for dialogue, discussion of students' reactions to the lessons, and adaptation of the lessons to the special needs of their students.

Education To Prevent Injuries from Firearms

The meaning of education to prevent injuries from firearms varies from community to community. For some, this means avoiding firearms altogether and for others it means the proper handling of firearms. Activities providing education about firearm safety can be conducted in school settings and in the community. A number of educational techniques have been developed, including the use of audiovisual materials and curricula that deal with situations that involve firearms.

Dade County Florida, Kids + Guns = A Deadly Equation (305) 995-1986

A program designed to teach students from kindergarten age through high school about the dangers of playing with or carrying guns was developed jointly by the Dade County Public Schools, the Center to Prevent Handgun Violence, and Youth Crime Watch of Dade. *Kids + Guns = A Deadly Equation* includes classroom instruction and schoolwide activities that center on helping students recognize unsafe situations, react appropriately when encountering guns, resist peer pressure to play with or carry guns, and distinguish between real-life and media violence. The curriculum includes a video program for students in grades 7 through 12; a component for parents includes a brochure and video program.

Parenting Centers

Improving parenting skills through specially designed classes for parents can improve how the parent and child interact. The improvement in this relationship may reduce the risk of childhood behavior problems and subsequent antisocial behavior that may predispose an individual to violence in later life. Programs targeted toward parents must address the psychological needs of the parents, especially their sense of being competent parents; the parental behaviors that influence the physical and social development of their children; and the stresses and social supports that can either help or hinder parents' ability to adapt to their children's needs.

Minneapolis, Minnesota, Project STEEP (612) 624-0210

Project STEEP (Steps Toward Effective, Enjoyable Parenting) serves low-income, first-time parents. Most parents are single and have no more than a high-school education. The program includes both group sessions and home visits. It begins during the second trimester and continues until the baby is at least one year old. Prenatal visits focus on the mother's feelings about pregnancy and preparation for parenting. After the baby is born, transportation to the group sessions is provided by the project. The focus of demonstration and interactive sessions is on child-care skills, infant development, and infant-mother communication. Interactions between mother and infant are videotaped, reviewed, and discussed with the parent.

State of Missouri, Parents as Teachers (PAT) (314) 553-5738

Parents as Teachers is a home/school partnership that serves all parents, including single parents, teenage mothers, and two-parent families. PAT parent educators, trained in child development, go to homes of participating parents to help them understand each stage of their child's development and learn ways to encourage that development. The program also conducts group meetings for parents to get together to gain new insights and to share their experiences, common concerns, and successes. They conduct periodic screening of overall development, language, hearing, and vision to detect potential problems, and refer families to special services.

Peer Education

Programs that use students to teach their peers about violence prevention are a powerful force among adolescents and can be used effectively to help shape norms and behaviors in this group. Research on peer education for other health issues such as alcohol, cigarette, and drug use, has had positive results and shows promise for violence prevention programs.

Ferguson, Missouri, RAPP (Resolve All Problems Peacefully) (314) 521-5792

RAPP was begun to reduce the number of physical fights among students. Students selected by teachers and other students are trained in mediation skills. Students found in conflict are given the choice of going to mediation or going to the office. Those who choose mediation meet with one of the trained mediators who works with them to peacefully resolve the conflict. During the first semester of the project, the number of fights was less than half the average for the same semester over the previous three years.

Oakland, California, Teens on Target (510) 635-8600, Ext. 415

Teens on Target is a peer education and mentoring group that was formed by the Oakland Safety Task Force in California after two junior high students were shot in the schools by other students. The task force, made up of a coalition of elected officials, parents, and school and community agency representatives, felt that students would do a better job of dealing with the youth violence problem than adults. Selected high school students are trained in an intensive summer program to be violence prevention advocates, particularly in the areas of guns, drugs (including alcohol), and family violence. These students become peer educators to other high school students and mentors to younger students in the middle and elementary schools. Teachers provide ongoing guidance and supervision to the teen educators.

Public Information and Education Campaigns

Public information campaigns reach a broad audience. They draw attention to an issue and help establish acceptable behavior for a community. They also convey a limited amount of information, which by itself is rarely enough to change behaviors. Therefore, activities that provide general information to the public are most effective when combined with other activities in a violence prevention program.

There are a number of ways to inform the public through media. Some examples are public service announcements, educational video programs, appearances on public talk shows, posters, brochures, and other print materials.

Charlotte, North Carolina, The Police Executive Research Forum and the Center to Prevent Handgun Violence (202) 289-7319

The Center to Prevent Handgun Violence in conjunction with Police Executive Research Forum developed and ran a public awareness campaign in Charlotte, North Carolina, that attempted to change people's knowledge, attitudes, and behaviors concerning the protection they believed firearms offered. Together these two groups developed guidelines, produced print and broadcast media messages, distributed brochures, made community presentations, and conducted safety demonstrations. The messages developed through this awareness campaign included safe storage of firearms, instructing children about handgun safety, and checking firearms before cleaning.

Baltimore, Maryland, The Baltimore County Police Department and the Center to Prevent Handgun Violence (202) 289-7319

The Center to Prevent Handgun Violence has also helped the Baltimore County Police Department develop advertisements, public service announcements, pamphlets, brochures, and police presentations for both gun owners and people who do not own guns. The materials cover the dangers of misusing firearms, how to childproof handguns, legal issues including liability, and the psychological and practical issues of ownership.

Legal and Regulatory Change

Laws or rules may lower the risk of violent behavior or victimization. Some regulations that would help reduce injuries and deaths from violence have already been enacted, but many are neither widely known nor well enforced. In many cases, it is easier to enforce existing laws than it is to enact new laws. In other cases, existing regulations are inadequate and new ones are needed. You can find out your state laws by contacting your state attorney general's office. You can find out your local laws by contacting your local police agency.

The success of making or enforcing rules depends on the willingness of the population to support and obey the rules and the ability of regulatory agencies, such as the police, to enforce them. Examples of laws or regulations intended to reduce injuries and deaths from violence include laws prohibiting the carrying of firearms in public and rules prohibiting the wearing of gang colors in schools.

Regulations Concerning the Use of and Access to Weapons

Guns, knives, and other dangerous weapons may not actually cause violence, but they can convert an argument with no associated injuries into one with severe injuries or even death. A variety of strategies have been used to reduce the likelihood that weapons will be used. Many communities already have existing laws and regulations concerning the sale, ownership, use, or carrying of guns or other weapons.

- Most schools prohibit students from bringing weapons into schools. Methods used to help enforce the prohibition include rules requiring students to carry books in see-through bags rather than solid cloth or opaque containers in which weapons can be hidden, random locker searches, rules prohibiting the wearing of clothing in which weapons can be hidden easily, or metal-detector checks at the school entrance, of selected classrooms, or at selected sites in the school.

- Some cities prohibit carrying a firearm within the city limits or carrying a concealed weapon. Recently enacted legislation that increased the penalty for disobeying these laws in Detroit and Massachusetts were apparently effective in reducing the number of homicides and assaults with guns.

Massachusetts Bartley-Fox Act (1975)

This law mandated prison terms for anyone carrying an unlicensed firearm. In the two-year period following passage of this law and the accompanying publicity, the incidence of assaults with guns was reduced by 13.5 percent.

- Some laws ban the possession of particular types of guns, such as handguns or machine guns, except for police or others with a demonstrated need. Individuals who wish to buy these types of guns must obtain special permits. These laws are generally called restrictive licensing laws.

Washington, D.C., Prohibition of Handgun Ownership

In 1976, the District of Columbia banned the purchase, sale, transfer, or possession of handguns by civilians. A study that compared homicide rates in the District with rates in the surrounding counties showed that the handgun ban had an effect. The homicide rate in the District dropped about 25 percent in 1977, the first year after the ban went into effect and remained lower than expected until the end of the study in 1988. An estimated 40 homicides per year have been prevented by the ban on handguns. Homicide rates remain high in Washington, D.C., however, indicating other actions besides prohibiting handgun ownership are necessary.

- Twenty-six states currently require a waiting period, a police background check, or both before a handgun may be purchased. For example, in Tennessee, there is a 15-day waiting period to purchase handguns. In Massachusetts, there is no waiting period to purchase any legally sold firearm, but the buyer must have a permit-to-purchase and must wait 40 days after obtaining the permit-to-purchase before purchasing any guns.

- Local citizens may be aware of a particular gun dealer who is selling to underage youths or otherwise not obeying the local laws concerning the sale of guns and ammunition. These violations can be brought to the attention of the local police. Local police are generally quite willing to enforce the laws against the illegal sale of weapons.

Regulation of the Use of and Access to Alcohol

Alcohol consumption appears to play an important role in many violent situations. Youth who have been drinking are more likely to become involved in physical fights. In all 50 states and the District of Columbia, the minimum drinking age is now 21 years. Laws prohibit the sale or public possession of alcoholic beverages by anyone under the age of 21.

- Sale of alcohol to underage youth may be limited by stricter enforcement of laws. As a general rule, regulations are most poorly followed in convenience stores. Establishments that frequently violate the regulations are often known to the local residents and can be targeted by law enforcement officers. Police are much more likely to take the time to enforce the alcohol laws if they know they have strong community support to do so.

- Keg-labeling laws can be established. Liquor stores can be required to increase the deposit and to place a numbered band on beer kegs. The numbered band identifies the purchaser, making it possible to trace and arrest people who supply kegs to underaged drinkers.

- Clubs, organizations, and those sponsoring entertainment events can prohibit the consumption of alcohol on the premises and refuse admittance to youth who have been drinking.

- All states have laws about the liability of alcohol servers for injuries to their patrons or for injuries caused by their patrons because they had too much to drink. These laws can be publicized, better enforced, and, if necessary, strengthened.

- Cooperation between the owners and managers of places that sell or serve alcohol and community organizations concerned about violence could lead to required instruction for servers and managers. Bartenders and managers of drinking establishments or special events can be taught about their important role in the prevention of irresponsible drinking, how to determine if a customer has had too much to drink, and how to detect underage youth.

Oregon, Alcohol Server Education Program (503) 653-3030

Since 1987, Oregon law has required servers, managers, and owners of establishments that serve alcohol for on-premise consumption to pass a server education course. Participants are taught about the effects of alcohol on the body and its interaction with other drugs. They also learn about their responsibility to prevent irresponsible drinking. They learn to estimate the drinking capacity of customers, to look for signs of intoxication, to cut off people who have had too much to drink without causing an argument, and to identify minors. Courses include a minimum of 4.5 hours of instruction and participation. The Oregon Liquor Control Commission monitors the classes to assure their quality. The servers, managers, and owners must take the course every 5 years.

Other Types of Laws and Regulations

In addition to regulations concerning weapons and alcohol, other types of regulations may also reduce youth violence. For example, prohibiting corporal punishment and enforcing some dress codes in schools may be helpful.

- Corporal punishment in schools is now banned in 23 states and in many large cities in other states. Corporal punishment of students by school officials contributes to the perception that fighting and physically injuring another person is acceptable. On occasion, it may actually cause physical injuries.

- Dress codes for organizations or schools may reduce the identification with gangs or make it more difficult to conceal weapons.

Los Angeles, California, Challengers Boys Club (213) 971-6141

This club, which offers a wide range of activities for youth who are 6 to 17 years of age, requires that members adhere to strict rules, including restrictions against wearing gang-related clothing. The absence of gang-related clothing helps prevent the group from dividing into pre-established hostile clusters.

Environmental Modification

Environmental modification includes changes in both the social and the physical environments.

Modification of the Social Environment

Methods of changing the social environment of children and adolescents who may be at risk for being violent or for becoming a victim of violence include such activities as providing preschool education and appropriate or therapeutic day care programs for abused children. For older children and adolescents, this includes providing constructive, alternative activities, such as recreational opportunities and employment. Small, personal after-school programs that offer contact with caring adults, counseling, help with homework, and recreation can create a safe, constructive alternative to violent street cultures.

Home Visitation

Home visitation is an activity that provides services in the home either for an individual or the entire family. Home visitation programs performed during the prenatal and infancy years of the child focus on preventing health and developmental problems in children born to mothers who are teenagers, unmarried, or of low socioeconomic status. These activities have been found effective in preventing child abuse. Because research shows that abused children are more likely to be violent or be victims of violence as adults, prenatal and infancy home visitation programs may be an effective long-term strategy for preventing youth violence. These programs are typically designed to meet the needs of parents for information, emotional support, stress management, and other factors that undermine parents' health habits and the care of their children.

Elmira, New York, The Prenatal/Early Infancy Project (716) 275-3738

This home visitation project was designed to prevent a wide range of health and developmental problems among children born to young, poor, or unmarried women. In this program, nurses visit pregnant women to provide information and support that encourage the mothers to adopt good

health habits, learn the skills needed to care for their infant children, get access to needed community services, achieve educational or occupational goals, and prevent unwanted future pregnancies. Home visits begin in the early stages of pregnancy and continue through the second year of life of the child. Evaluation of this project showed that the health and social skills of participants had improved. In addition, there was a substantial reduction in verified cases of child abuse among the children of at-risk women who were visited at home by the nurses.

Preschool Programs Such as Head Start

Project Head Start is designed to help children of low-income families develop a greater degree of social competence through developing the child's intellectual skills, fostering emotional and social development, meeting the child's health and nutritional needs, and involving parents and the community in these efforts.

A 1990 report of the Milton S. Eisenhower Foundation, which grew out of the bipartisan National Commission on the Causes and Prevention of Violence, reported that preschool programs like Head Start are among the most cost-effective inner-city crime and drug prevention strategies ever developed. (See Other Useful Things To Read on page 54.)

Therapeutic Activities

Therapeutic activities provide medical, psychological, or other treatment for children who have been abused, injured by violence, or witnessed an unusually violent event. The provision of medical, psychological, and nurturing services helps break the cycle of violence. In addition to child and family counseling, here are several special types of therapeutic services:

- **Foster care** programs provide basic physical care and safety from abusive parents. They can be very effective if multiple placements are avoided and foster parents are caring and knowledgeable about the needs of the child.

- **Respite day care** and **therapeutic day care** provide services in a safe, nurturing, stimulating, organized environment without taking the child entirely out of the home. Day care programs are often the abused child's first contact with other children besides family members. This interaction helps the child adjust to the

separation from parents, attain skills during play, and build self-esteem through interaction with peers.

- **Residential treatment programs** target school-age children with special needs, such as emotional disturbances or substance abuse problems.

- **Crisis management services** help groups or individuals deal with the anger, fear, sadness, hopelessness, confusion, and irrational thinking associated with witnessing or being victims of violence.

Dallas, Texas, Dallas Independent School District Crisis Management Plan (214) 565-6700

The Dallas Independent School District Crisis Management Plan divides crises into three levels. The most severe level includes terrorist activities or a death at the school. This level also includes severe natural disasters and suicide clusters. For each level, there is a planned coordinated response. The plan includes methods of informing students, families, and the public about the event. It also includes the identification and provision of counseling services to students in need. Each school has a local crisis team. There is also a District crisis team consisting of psychological and social service experts. The District crisis team participates in the most stressful events, such as a death at the school.

Recreational Activities

Recreational activities offer young people opportunities to spend time in a structured and purposeful environment. Recreational interventions cannot be considered a sole answer to youth violence. However, activities that provide outlets for tension, stress, or anger and opportunities for social interactions and constructive problem-solving are important parts of a program with other violence prevention components. Many recreational activities are conducted with these goals across the nation in Boys and Girls Clubs, Girl Scouts and Boy Scouts, YMCAs and YWCAs, and local recreation departments.

Columbia, South Carolina, Mid-night Hoops Program (803) 777-5709

The Mid-night Hoops Program is one part of the Five-Point Youth Violence Prevention Program. More than 200 youths, both boys and girls, 12-18 years of age, participate in evening and late night basketball leagues. Practices and games take place at 9 different sites. Officials are trained and employed by the city and county recreation departments. On Fridays, games are played between 10 p.m. and 1:30 a.m.

Work/Academic Experiences

Student work and volunteer activities that are supported by community organizations have a positive influence on youth. Structured job experiences and volunteer activities connect adolescents with supportive adults who act as role models, mentors, and counselors. All the parties involved benefit from this type of activity: schools, organizations, and students. School personnel learn about community resources, and community agency staff learn about the school system. Students learn what a community is and how a neighborhood functions while learning the roles they play in society.

New York City, New York, Early Adolescent Helper Program (212) 642-2947

This program places young adolescents (ages 10-15) in responsible and important work in their communities and schools. Students serve as interns, assistants, and helpers two or three times a week in early childhood and after-school child care programs, senior centers, community agencies, and other appropriate settings. They receive training and supervision in weekly seminars conducted at their school. Seminars place a strong emphasis on reflection and analysis of situations that arise from the work and volunteer placements.

Modification of the Physical Environment

The physical environment does not cause violence, but it may make violent events more or less likely to occur. Some environmental modifications by themselves may appear to merely displace the undesirable behavior to another location. Better lighting on a playground, for example, may move the undesirable activity to another location in a community. Sometimes, however, the new location is less conducive to violence, more difficult to reach, or easier for potential victims to avoid. In these cases, the overall amount of violence may decrease even though some violence has merely moved to a new location. Protective landscaping, changes in traffic flow, speed bumps, dress codes, visible identification cards, and closed-circuit television monitoring are other examples of enviornmental changes. Environmental change may be particularly effective when combined with educational and regulatory strategies.

Ithaca, New York, Cornell University Blue Light System (607) 255-1111

The Blue Light system on the university campus has three components: an emergency phone system, a bus system, and an escort service. The Blue Light phone system has 61 emergency phones outdoors across the campus, placed so that at least one phone is easily visible to pedestrians. Additionally, there are 158 emergency phones in academic buildings and dormitory entrances. All phones are directly connected to the Public Safety Dispatch Office. When callers pick up the receiver or push a special button, they are automatically connected with the Public Safety office. The location of the phone is displayed and recorded automatically. A patrol unit is sent to all calls for assistance and to all hang-up calls.

The Blue Light bus system is a free transportation system that operates every day from 6:00 p.m. to 1:30 a.m. The system operates throughout the campus and fringe areas. Buses have radio contact with Public Safety and Blue Light escorts. The escorts are paid student teams who are available to escort other students on campus between 8:30 p.m. and 1:30 a.m. People can request escorts by calling Public Safety or by using a Blue Light phone.

Crime Prevention Through Environmental Design (CPTED) is a concept that is attracting interest in many police departments. Although its purpose is to prevent crime, the CPTED principle probably will help prevent violence also. CPTED relies primarily on increasing visibility and encouraging a sense of ownership. Undesirable acts are less likely to occur in places where they will be observed, and people naturally use and protect things they own.

- Visibility can be improved by designing areas so that they are more easily observed by people during their normal daily behavior. For example, parking lots could be placed so they can be clearly seen from the school or office building with which they are associated.

- Visibility can be improved by attracting more people to the area. For example, volleyball or basketball courts can be placed in the center of parks or playgrounds. The players will make it more difficult for illicit or violent activity to occur unobserved.

- Limiting the ways in which people enter a building also increases visibility. That makes it more difficult for people who do not belong to enter or depart unobserved. Receptionists can be placed at the entryway of schools or offices. The sales desk can be placed near the entrance in stores.

- Creating a sense of ownership will increase the use of the environment for desirable purposes. Cleaning and maintaining an area may give a sense of ownership.

- Changing traffic flow can make a neighborhood belong more to the residents. Limiting the number of through streets, making one-way streets, creating dead-ends, and narrowing the entrances to some streets can reduce traffic by nonresidents. This helps residents feel like the neighborhood is their own.

Los Angeles, California, Community Youth Gang Services (213) 266-4264

Community Youth Gang Services is a program with many components, but some of the most innovative involve reclaiming the community that has been taken by gangs. One aspect of the program carefully plots on maps the physical areas of the community that are affected by gangs. These areas are targeted for reclaiming, and community residents are mobilized to do that through such activities as a Saturday in the Park, in which a particular day is designated for clean-up of the park and family activities.

Another activity of this program is the removal of graffiti. Community Youth Gang Services staff have the professional staff and equipment to eradicate graffiti without damaging surfaces. Staff hires and supervises local youth and selected youth on probation to do this task.

Combining Activities for an Effective Program

The activities listed in this manual are presented individually so that the reader can investigate the different types of activities available to communities. In reality, activities are rarely conducted independently. Effective programs combine a number of activities to render the maximum impact on the problem and reach as many young people as possible. There are a number of examples of programs that combine three, four, or five strategies that have been discussed.

Philadelphia, Pennsylvania, House of Umoja Boystown (215) 473-5893

The House of Umoja Boystown is a home for African-American boys in Philadelphia, an area with high numbers of youth in gangs. In addition to providing a home with food and shelter, the program offers extensive services that offer emotional and spiritual support. These services cover a number of the types of activities described earlier in these guidelines, such as outreach, educational activities, recreational opportunities, and work/academic opportunities.

Some of the program activities of the House of Umoja Boystown include remedial education in subjects such as reading and mathematics, preparation for taking graduate equivalency examinations, vocational education, life skills training, job training and placement, planning for reintegration into the community, training in stress and aggression control, values clarification, problem-solving, communication, and conflict resolution. The program has organized many recreational opportunities, including the Black Youth Olympics in which the youth of Philadelphia competed with youth from other cities.

Boston, Massachusetts, The Violence Prevention Project (617) 534-5196

The Violence Prevention Project in Boston, Massachusetts, is a multi-institutional, community-based program designed to reduce the incidence of interpersonal violence among adolescents, along with associated medical and social hazards. The major activity used in this program is a violence prevention curriculum that focuses on conflict resolution. However, in the initial phases of development, it became apparent that a school-based activity was not enough and activities in the community were added to reinforce nonviolent options learned in the classroom.

Staff from the program train providers in diverse community settings in the use of the curriculum's strategies. They also help providers find ways to incorporate these strategies into the delivery of services to adolescents and encourage consensus from the community that supports the prevention of violence. As a result, educational materials are available in waiting areas of health centers, and staff at these centers offer violence prevention counseling. This program also includes activities at Boston City Hospital. Adolescents are screened in the emergency room to identify those at high risk of violence, and a special violence prevention clinic at the hospital offers services to these adolescents. Services include comprehensive assessment, educational interventions, counseling, therapy, and referral to other community services.

Chicago, Illinois, African-American Male Education Network (AMEN) (708) 720-0235

The African-American Male Education Network centers its activities on Rites of Passage programs, which foster self-esteem and pride in one's cultural heritage and provide guidance for youth as they move from one stage of life to another. The program provides the guidance and support to overcome the confusion and frustration that lead to youth choosing destructive alternatives such as violence, gangs, and substance abuse. The program accomplishes these goals through education, teaching life and social skills, and mentoring.

Los Angeles, California, Community Youth Gang Services (213) 266-4264

The Community Youth Gang Services (CYGS) of Los Angeles is a program with many activities. CYGS has crisis intervention teams that negotiate disputes among gangs in the target area and try to convince youth not to join gangs. The program also has activities to reclaim areas of the community from gangs, areas such as parks or playgrounds that were not considered safe because of gang activity. Volunteers work with program staff and local agencies and community groups to develop cultural, recreational, and other activities that are alternatives to gang involvement. Educational programs in the schools are complemented with parent education and teacher education. In the job development section of the program, staff work with youth to prepare them for employment and also encourage local employers to hire youth. One other active part of the program is the removal of graffiti from community landmarks. Staff hire youth in the community to do this task under professional supervision.

This program has an aggressive outreach effort that works continually in the community to discourage gang membership and direct youth already in gangs to other activities.

PROGRAM MANAGEMENT

Certain steps are necessary in building a successful community program to prevent youth violence. These steps, which are essentially the same for all community-action activities, are based on two principles:

- Community programs require the input of the entire community.
- A problem must be clearly identified before it can be addressed.

COMMUNITY OWNERSHIP

A united community can produce powerful changes. Even large and complicated problems like violence can be reduced by the creative energy of a community. One necessary ingredient is the participation of many residents. Community-based health promotion programs in other areas have been effective because they combined the efforts of many different organizations and individuals. In these programs, diverse organizations and individuals recognize their common interest and work together for a common purpose. A single individual or organization may provide the initial stimulus or the ongoing leadership, but sustained and effective community-wide action depends upon the coordinated efforts of many individuals and groups.

In the process of building a community effort, you should do the following:

- Keep leadership and ownership of the program at the community level. Many organizations and government agencies may provide support or be involved, but the community should be the leader. Community ownership is the best way to assure that the violence prevention program becomes a permanent program in the community.
- While keeping leadership of the program at the community level, do not miss opportunities to gain the support and resources that can be provided through the involvement of government agencies or private organizations, such as businesses and churches.

Throughout the life of the program, one of the major challenges will be to maintain a productive working relationship among all individuals and organizations interested in working to prevent youth violence.

- Include young people of the community in as many parts of the program as possible. They are the most important target group and can be a big help to the program.

- Establish a leadership and organizational structure. Initially, both leadership and organizational structure are likely to be informal and flexible. As the program grows, they become more formal. Members of the target population, neighborhood, or community must be part of the leadership group.

- Determine the resources available to you. Resources may be divided into three groups: money, ideas, and people. All three types of resources may be scarce. In addition, the need for each type of resource will vary at different stages of program development. Groups or organizations that may be available to supply some of the necessary resources are listed in Table 4. Not every group on the list is appropriate for every community. Most communities will also have unique organizations and individuals who are not on the list but should be included.

- Coordinate efforts. The carefully planned and coordinated activities of multiple groups, each doing a little bit, accomplish more than the same efforts applied in an uncoordinated fashion.

Table 4. Community Organizations That May Be Interested In Helping Prevent Youth Violence

Government and Community Agencies and Organizations

- Health Department
- Social Service Agencies
- Mental Health Agencies
- Police Department
- Judicial System
- Fire Department
- Housing Authority
- Secondary and Elementary Schools
- Alternative Schools
- Agricultural Extension Service
- Tribal Councils
- Neighborhood Associations
- Tenant Councils

Volunteer Service Organizations

- Veteran's Organizations
- Salvation Army
- Goodwill Industries
- Fraternities/Sororities
- 100 Black Men/Women
- Links
- National Network of Runaway and Youth Services

Clubs

- Big Brother/Big Sister
- Boys Club/Girls Club
- Girl Scouts/Boy Scouts
- Other Youth Clubs

Professional Groups

- Medical Associations, including Associations of Black Physicians
- Nursing Association
- Legal Association
- Social Workers Association
- Morticians

Private Organizations (for profit or nonprofit)

- Foundations
- NAACP
- Urban League
- Churches/Religious Organizations
- General and Specialty Hospitals, including Mental Health Hospitals
- Colleges and Universities
- Local Businesses
- Media Organizations Including Newspaper, Radio, and Television
- YMCA/YWCA
- Entertainers
- Professional Sports Organizations

DEFINING THE PROBLEM

An accurate description of the problem of violence among youth in the community will help you

- Determine where the problem is greatest
- Identify appropriate action
- Develop program objectives that are realistic and appropriate
- Measure progress toward meeting the objectives
- Market or "sell" your program to potential volunteers, supporters, community leaders, and people or organizations that may provide funds or other resources

As members of the community, you have good insight into what information will best describe the problem of youth violence in your community. There is no "scientific" formula for collecting this information—it mostly requires patience and work. Providing training to community people who seek this information will help ensure its quality. People who participate in this process will be interested in the results; therefore, it is important to share the results of the process with community members at open meetings.

There are several types of information that help describe the nature and extent of the problem in a community. There is factual information from statistical records and opinions about the nature of the problem from people in the community (Table 5).

Factual Information

Factual information can describe

- The outcome of violent events, such as those that cause injuries and deaths. This information can be obtained from the vital statistics division of the state or local health departments, medical examiner records, hospital or emergency room records, outpatient records from public or private clinics, emergency medical service (ambulance) records, and school nurse records. Once you have these statistics, it may be helpful to compare them with state and national data, if possible, to see how your community compares with other areas. When possible, collect information specific to the neighborhood—for example, incident reports from local schools.

- The time, place, and circumstances of violent events (e.g., fights over girl- or boyfriends, fights over clothing, fights about drugs, fights between gangs). This information is not routinely assembled. However, you may find this information by reviewing police records, hospital records, or school records. This type of information may help identify times, places, or circumstances that deserve special attention.

  Because much of this information may be confidential, you may have to make arrangements to get summary data (e.g., number of firearm injuries) which do not contain information that identifies the people involved. If you are working with a research organization or university, they should know how to legally have access to records.

It is usually best to begin with statistics on the number of violence-related injuries and deaths. When these are described as well as possible, then look for information about the times, places, and circumstances of the events.

Opinions from Members of the Community

You must learn what your community members see as a problem and what they think is causing the problem. You can find this out through surveys of residents and discussions with community leaders, school personnel, legal and police personnel, health workers, and parents. For example, ask school principals and guidance counselors about the violence they see in the schools and listen to their ideas for reducing it. It is also important to talk to children and adolescents themselves, particularly those who might be in trouble or at risk for trouble (for example, those who are expelled from school). Contact youth and their parents in as many community sites as possible, including supermarkets and shopping areas, basketball courts and other recreational areas, churches, schools, and homes. Local schools and universities may be able to help with opinion surveys.

- The results of opinion surveys reflect the personal beliefs, viewpoints, and judgments of community members, including victims, offenders, community leaders, and, most importantly, young people.

- People who respond to such surveys will give you valuable infor-

mation about knowledge, attitudes, and beliefs concerning violence in the community. They will also identify what is acceptable in the community and how certain activities may be perceived by community members.

- Be sure that workers collecting the information have credibility in the community.

Community Background Information

Other types of information on such topics as racism, poverty, unemployment, and other social, cultural, or economic factors provide helpful background information about the community and the problem of violence. Some of this information can be obtained through the U.S. Census (available through your local library), the Department of Labor employment statistics, and from the Department of Housing and Urban Development. When approaching an organization, ask for information specifically related to the institution. For example, ask schools about attendance, truancy, suspensions, expulsions, and failures.

The information you acquire from opinion surveys of local leaders and citizens is valuable and may not be available anywhere else. Academic institutions or university research organizations in the community may be able to help you obtain and assemble this type of information.

Data Presentation

Statistics from public sources are usually set up for the needs of the particular agency or organization. They may not be tabulated, explained, or displayed in ways that you need. You can ask, but do not expect the people or the organizations from whom you get data to modify it for your use. You may find it useful to include people in your effort who have the data or who know how to organize, interpret, and use it.

The causes of violent behavior are multiple and complex. The combination of statistics and opinions is important when you are deciding what you want to do. Statistics will suggest several possible areas for activities. However, the opinions from the community may identify information not provided by the statistics and could indicate the areas

that should be addressed first. In addition, information about the community is a powerful tool to convince law-makers and other decision-makers about the importance of the problem and the need to address it.

Table 5. Sources of Information To Describe the Problem

Health Outcome Information

- Health department—vital statistics (mortality information)
- Medical examiner
- Hospital or emergency room records
- Outpatient records from public and private clinics
- Emergency medical service (ambulance) records
- School records

Information that Describes the Violent Event or Its Causes

- School records—attendance, truancy, suspensions, expulsions, failures
- Substance abuse clinics
- Police and legal system—assaults, domestic violence calls
- Firearm sales

Opinion Information

- Discussions with community leaders (political, religious)
- Discussions with school personnel, legal and police personnel, health workers, parents)
- Discussions with all types of youth in the community, including those who are imprisoned, expelled from school, or otherwise in trouble
- Opinion surveys of the general population
- Focus groups

Community Background Information

- U.S. Census
- Department of Labor
- Department of Housing and Urban Development
- Schools
- Churches
- Community businesses

GOALS AND OBJECTIVES

Effective community programs have both goals and objectives. A goal is a broad, general statement about what the program is designed to accomplish. Goals determine the direction of the program. Objectives are statements of specific things to be achieved by a specific time, and they determine what activities the community will do.

Example: Goal--Reduce violent behavior in the schools.

Objective--In the 1994-95 school year, 100 eighth grade students will study the curriculum on non-violent conflict resolution.

An objective should tell who should achieve how much of what, where, and by when.

- **Who** means the individuals or groups expected to accomplish a task or change a behavior.

- **What** tells the desired action, such as a change in behavior or health practice. The what should be based on your list of priorities. At least one of the objectives should be a change in an important health event such as injuries from fights. Other objectives might relate to the number of fights, the number of students who learn how to avoid a fight, or even the number of students who take a class about avoiding fights.

- **How much** indicates the amount of change you expect. This amount partially depends on available resources.

- **When** means the time by which the desired action or change will be attained. The time will depend on a number of factors—including the resources available to make the change.

- **Where** indicates a geographical area such as a county, city, school system, or neighborhood that has been identified as the target community.

As you develop goals and objectives, the following guidelines should be helpful:

- Ensure that program members agree upon goals and major objectives. The goals and objectives need to be consistent with the overall goals and objectives of each participating group. However, they do not need to include all the goals and objectives of each individual organization. Participating groups need to recognize their common interests but they cannot be expected to have all their interests in common.

- Create objectives that fit the unique characteristics and resources of the community.

- Modify the objectives as new information becomes available, as resources change, or as activities go faster or slower than planned. No program ever goes exactly as planned.

- Make objectives detailed enough so you can see what steps need to be taken to successfully implement the activities.

- Do not create objectives just to satisfy someone else's research objective. (Be smart, however. Do not miss an opportunity to get resources if it only requires minor additions or modifications to your program.)

- If appropriate, divide objectives into categories depending upon whether they pertain to health effects (e.g., injuries), behaviors (e.g., fights), participation (e.g., students in a class), or other aspects of the program (e.g., the number of newspaper articles published on violence).

Table 6 shows how objectives flow from a goal. Objectives are important because they clarify the tasks that need to be done, call attention to areas of needed effort, and document the progress of the program and its activities.

Table 6. Example of Objectives Growing from a Goal.

Goal: Reducing injuries from fights in schools.

Example: By 1996, the number of visits by high school students to the school nurse for injuries related to weapons violence in Ajax County will be reduced from an average of 2 per month to an average of 1 per month.

Who: High school students

What: Injuries related to weapons violence

How much: Reduce from an average of 2 visits per month to 1 visit per month

When: By 1996

Where: Ajax County

The above example is a possible final objective. Often several intermediate objectives (steps) must be achieved first to ultimately meet the final objective.

Objectives:

1. By 1993, principals will have placed posters about the policy forbidding weapons in schools in all classrooms and on all public announcement boards in all Ajax County high schools.

Who: Principals
What: Put up posters
How much: Every classroom and on every public announcement board
When: By 1993
Where: Ajax County high schools

2. By 1994, school administrators will enforce the policy forbidding bringing weapons into all Ajax County high schools.

Who: School administrators
What: Enforce policy forbidding weapons
How much: All high schools
When: By 1994
Where: Ajax County high schools

3. By 1995, the number of knives and guns confiscated from Ajax County high school students will be reduced from 6 per month to 2 per month.

Who: High school students
What: Number of knives and guns confiscated
How much: Reduce from an average of 6 per month to 2 per month
When: By 1995
Where: Ajax County schools

As you can see from this example, an objective:

- Is specific and quantitative. It specifies the group involved, a single result, and a target date.
- Tells what will happen and when, not why or how this should be done.
- Is readily understandable to those involved.
- Is realistic, attainable, yet a challenge.
- Identifies criteria for evaluating achievement.

LOCATING RESOURCES FOR YOUR PROGRAM

You will need many resources to run a community violence prevention program. The greatest resource you can have is the time and efforts of community people. There are also a number of resources, such as office space, equipment, and supplies, that may be donated by organizations that cannot contribute money to a program. All these resources cost real dollars if they are not donated. Therefore, their contribution is very important. Although having funds will allow you to conduct more activities and reach more people, money does not assure success.

There are two major sources of funds for community programs: public and private (Table 7). Public funds come from federal, state, or local governments. Particularly in tight financial times, government funds often go to support existing programs. In addition, because people administering public funds are held accountable to the public for their management, government agencies usually retain a great deal of control over how the money is spent.

Private funds come from a number of private organizations, such as foundations, corporations and other businesses, voluntary organizations, charitable institutions, churches, and a wide variety of local concerns. Usually private organizations are more flexible than public agencies in the types of programs they fund and in the management of the program.

Your own program can also raise funds by sponsoring events that bring attention to the program and also raise money. For example, you can conduct walk-a-thons or community road races, solicit pledges through media programs, conduct bake sales, or conduct contests or raffles with prizes donated by local businesses. Although the amount of money raised in this manner varies, the community's willingness to participate and to take on responsibility provides your program a good record when you approach private or public organizations to request funding. In fact, some granting organizations require that a percentage of the program's costs be provided by the community or other sources.

Private Organizations

Community Organizations

Many organizations within local communities want to help worthy causes, often because of their sense of "corporate citizenship." You should consider the following types of organizations as possible sources of funding:

- Businesses (including banks)
- Civic organizations, such as the Kiwanis and Lions Clubs
- Religious organizations
- Local divisions of state or national voluntary organizations (such as the American Heart Association and the American Cancer Society)
- Hospitals and other health care facilities
- Local television and radio stations and newspapers (Community media often contribute publicity and the help of local media personalities for community efforts.)
- Schools, including local colleges and universities with programs aimed at violence prevention (Educational organizations often provide volunteers as well as conduct fund-raising activities through student organizations.)
- Community service organizations, such as sororities, fraternities, and associations of retired teachers

Some organizations may not have funds to contribute, but may donate facilities, equipment, or labor. Because these resources would probably cost a program real dollars to acquire, their donation is as good as money.

Community organizations may not require formal grant proposals or extensive written requests. However, you must convince the person making decisions that the project is good for the community. Also, these organizations are not easily located. One of the best ways to find them is to talk with people who are likely to know about different kinds of community organizations and their leaders. You can also

contact people with authority in organizations that have donated to local activities in the past.

Foundations

The sole purpose of foundations is philanthropic giving. One major advantage to grants from foundations is that it is usually easier to request money from foundations than from public agencies. Foundations also have the reputation for funding programs with good ideas but little experience. They are more likely to take a chance on a new organization.

Because foundations may support only specific types of projects or projects in certain geographic areas, it is important to find out what foundations support violence prevention projects. The Foundation Center is an authoritative guide to foundations and provides detailed information on the interests and restrictions of individual foundations and on the money they have granted.

The Foundation Center has four main offices as well as libraries in all 50 states. To locate the nearest library, call 1-800-424-9836. You can also find listings of foundations and information on what they support in your local library.

After identifying a potential foundation funding source, write a letter to the foundation that briefly states what you want to do in the community and ask whether the foundation is interested in this type of project. Through this inquiry, you will also find out how to submit a grant proposal.

Corporations

Large business and nonprofit organizations in the United States donate a great deal of money each year. You may find a large company with facilities in your community, such as a factory or major distribution office, that is interested in donating money to your program.

Public Agencies

Local Agencies

Local agencies are potential sources for funding. These agencies include

- Local health department
- Department of housing
- Departments of human or social services
- Department of parks and recreation
- Department of education or school boards

State Agencies

State funding sources are often difficult to locate. Few states publish a directory of available funds. However, you may find funding sources through personal contacts, such as local elected officials. The Public Health Foundation compiles information on what program areas are funded in each state. You can reach the Foundation at (202) 898-5600.

In addition, each state receives Federal funds in the form of block grants. These block grants are divided into four areas: preventive health; maternal and child health; alcohol, drug abuse, and mental health; and primary care. For information about these block grants, you can contact the appropriate administrative agency:

Preventive Health

Centers for Disease Control and Prevention
Procurement and Grants Office
Room 321
255 East Paces Ferry Road, NE
Atlanta, GA 30305

(404) 842-6807

Maternal and Child Health

Health Resources and Services Administration
Division of Maternal and Child Health
Room 6-05
Parklawn Building
5600 Fishers Lane
Rockville, MD 20857

(301) 443-2170

Alcohol, Drug Abuse, and Mental Health

Substance Abuse and Mental Health Services Administration
Division of Grants and Contract Management
Room 13C-20
Parklawn Building
5600 Fishers Lane
Rockville, MD 20857

(301) 443-4147

Primary Care

Health Resources and Services Administration
Division of Primary Care Services
Room 7A-55
Parklawn Building
5600 Fishers Lane
Rockville, MD 20857

(301) 443-2260

Federal Agencies

As discussed under state agencies, Federal funds in the form of block grants are distributed through the states. However, there are additional grants and contracts distributed through individual Federal agencies. There are several sources for finding these federal agencies. Agencies solicit proposals and grant applications in the *Federal Register* and the *Commerce Business Daily.* Expect to devote considerable time to researching this information.

Subscriptions to the *Federal Register* and the *Commerce Business Daily* can be ordered from the Government Printing Office by calling (202) 783-3238. However, these subscriptions are expensive. You may find it more practical to review these publications in your local library.

The *Catalog of Federal Domestic Assistance* is an annual publication that describes major Federal grants and contracts. This publication includes eligibility requirements, criteria for selection, financial information, and contacts. Because this information could become outdated quickly, you should contact the agencies involved before submitting a proposal. The *Catalog of Federal Domestic Assistance* can be obtained by calling the Government Printing Office at (202) 783-3238.

Other Federal agencies and organizations that have an interest in violence programs are listed here. These programs may not provide grant money or may have very restrictive qualifications for grantees. You should write the agency or talk with someone there to determine whether they are interested in your program.

CENTERS FOR DISEASE CONTROL AND PREVENTION

National Center for Injury Prevention and Control
Mail Stop F-36
4770 Buford Highway NE
Centers for Disease Control and Prevention
Atlanta, Georgia 30341-3724

(404) 488-4646

Division of Adolescent and School Health
National Center for Chronic Disease Prevention and
Health Promotion
Mail Stop K-33
Centers for Disease Control and Prevention
1600 Clifton Road, N.E.
Atlanta, Georgia 30333

(404) 488-5330

HEALTH RESOURCES AND SERVICES ADMINISTRATION

Maternal and Child Health Bureau
The Children's Safety Network
38th and R Streets, N.W.
Washington, D.C. 20057

(202) 625-8400

INDIAN HEALTH SERVICE

Indian Health Service
Parklawn Building 6A-54
5600 Fishers Lane
Rockville, Maryland 20857

(301) 443-1948

NATIONAL INSTITUTES OF HEALTH

National Institute of Child Health and Development
National Institutes of Health
Executive Plaza North, Room 633D
6130 Executive Blvd.
Bethesda, Maryland 20892

(301) 496-6591

OFFICE OF MINORITY HEALTH

Office of Minority Health
Hubert Humphrey Building, Room 118-F
200 Independence Avenue, SW
Washington, D.C. 20201

(202) 245-0020

Table 7. Potential Sources for Funding or Donated Services

Private Organizations	
Community Organizations	Businesses and banks, civic organizations, churches, local divisions of state or national voluntary organizations, professional organizations, hospitals and health care facilities, local media, private schools and universities
Foundations	Call 1-800-424-9836 to locate a Foundation Center
Corporations	Approach any corporations, especially those in your community.
Public Agencies	
Local Agencies	Health department, police and fire departments, housing department, department of human or social services, department of parks and recreation, schools
State Agencies (including those dispersing Federal block grants	State health departments, state attorney general's offices, state social service agencies, state maternal and child health agencies, state department of recreation, state department of labor
Federal Agencies	Centers for Disease Control and Prevention Health Resources and Services Administration Indian Health Service National Institutes of Health Office of Minority Health

MONITORING THE PROGRESS OF YOUR PROGRAM

Program monitoring or evaluation is essential. It helps you adjust your program to meet unanticipated circumstances. Monitoring things daily is how we improve things. Monitoring also enables the workers, the funding agencies, and, most importantly, the community members to know whether the program is making progress. Monitoring includes the collection of both objective data (e.g., the number of children who took a conflict resolution class) and subjective data (e.g., the number of students who say they are less likely to get into a fight). Monitoring should indicate whether your activities are on track and whether the intended outcomes are being achieved. Here are some of the questions that should be answered:

- Have the activities or interventions been implemented? For example: Has the conflict resolution curriculum actually been used?

- Has the activity been properly implemented? For example: Were teaching materials provided? Were the teachers trained? Were the classes given in all the schools? Did all eighth grade students take the classes?

- Did the activity achieve its intermediate objectives? For example: Did the students pass the test at the end of the course?

- Did the activity achieve its long-term objectives? For example: Were there fewer fights in school and on the school grounds?

One of the major difficulties in violence prevention is that very few activities have been proven to work. Although some appear promising, thorough scientific evaluations of these programs are badly needed. However, such evaluations are complicated, expensive, and often too difficult for a community to do alone. Communities with a local university have a good opportunity to develop a community/academic partnership. In this type of relationship, the university could help design and carry out detailed evaluation of the community's violence prevention program.

Even communities with limited resources must monitor and evaluate their progress. The specific evaluation activities undertaken and data collected are determined by the goals and objectives of the

program. At the very least, community-based programs should do the following to monitor their progress:

1. Examine the objectives. Properly prepared objectives will help identify the information necessary to determine whether the program is on track. Keep records and collect data to see whether the objectives are being achieved.

2. Keep records of what has happened during all phases of the program.

3. Review your data regularly to be sure things are on track.

4. Keep regularly recorded notes by the staff, volunteers, or participants to provide an ongoing history of what has taken place.

5. Use data to make decisions about day-to-day activities. If the available data are not helping the program with day-to-day decisions, then decide what information will help and collect that.

6. Decide early in the program what things need to be counted (e.g., number of students in class, the number of fights). Count them.

7. A behavioral objective (e.g., reduced number of fights) or health objective (e.g., fewer injuries) may not be met for two reasons. One reason is that the activity simply does not work. Another reason is that the activity has not been properly done. Use collected data to help you determine whether the activity has been properly carried out, or whether it simply does not work in your community.

8. Rarely are data collected, tabulated, interpreted, and printed in a manner that precisely matches the stated objectives of the program. Sometimes the data are available in files or various records but need to be extracted and assembled. Rearrange data into a useful format.

CONCLUSION

Effective community programs must do two general things:

1) Include activities that are appropriate for the community and the problem.

2) Create the organization to carry out the activities effectively.

The descriptions of the strategies (pp. 11-28) provide a "menu" of violence prevention activities that may be appropriate for your community. Few of these activities are scientifically proven, but they appear promising. Many can be adapted to the specific needs of most communities. The chapter on "Program Management" (pp. 29-49) provides suggestions about how to define the problem, select activities, get them started, and see them through to success. In general, one should strive to do the following:

- Empower the community to take active leadership, responsibility, and control of the program.
- Enlist and coordinate multiple community organizations and groups.
- Include many activities targeted at specific risk groups in a variety of settings.
- Support individual behavioral change through policy and environmental change.
- Provide necessary training for all community people, both volunteers and professionals, who are working in the program.

To be successful, a program also requires attention day by day. Here are a few suggestions:

- Be flexible. Nothing goes exactly as planned. Make adjustments but do not lose sight of the long-term goal.
- Seek new individuals and organizations to broaden the scope of the program and enhance the probability of its success.

- Search for ways to provide special training and specific experience for the workers. Violence prevention is a new area and few experienced and trained people are available. The natural talents of many of the workers often can be rapidly improved with training. In particular, staff members might receive conflict resolution training.

- Listen to your coworkers. They know the community. They often have original and practical ideas.

- Be alert for and seek new resources. Do not lose sight of the long-term goal, but be willing to bend a little or add a little in order to get the resources to move the whole program ahead.

- Set up numerous milestones so that workers can appreciate their progress. Violence is a big problem. For a community effort to work, the problem needs to be divided into pieces that are small enough to be realistically addressed with goals that have a chance of being reached. Success builds enthusiasm and commitment.

- Continually evaluate the progress of the program. Note whether the objectives are being reached.

- Be persistent. However, do not set impossible goals and objectives.

- Design activities for hard-to-reach groups who are also the groups most at risk of violence. Outreach activities are necessary to help youth in gangs or those who are separated from the mainstream: the homeless, runaways, or youth who are out of school.

- When you do not know what to do, ask someone for help. If you do not know who to ask, call one of the projects mentioned in this manual or listed in the appendix.

Other Useful Things To Read

Brown CR. The art of coalition building: A guide for community leaders. New York: The American Jewish Committee, 1984.

Dyal WW. Program management: A guide for improving program decisions. Atlanta: Centers for Disease Control, Public Health Program Office.

Green LW, Kreuter MW. Health promotion planning: An educational and environmental approach. Mountain View, CA: Mayfield Publishing Co., 1991.

Milton S. Eisenhower Foundation. Youth investment and community reconstruction: Street lessons on drugs and crime for the nineties. Washington, D.C.: Milton S. Eisenhower Foundation, 1990.

National Crime Prevention Council. Preventing Violence: Program ideas and examples. Order from the National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, D.C. 20006-3817

The National Youth Gang Suppression and Intervention Program in cooperation with the U.S. Justice Department has developed a number of reports on youth gangs, how cities have responded to the problem of gangs, and community mobilization. You can order these reports by contacting:

Administrative Assistant
University of Chicago
School of Social Service Administration
National Youth Gang Project
969 East 60th Street
Chicago, Illinois 60637

Newman O. Defensible space: Crime prevention through urban design. New York: Macmillan, 1972.

Office of Disease Prevention and Health Promotion. Locating funds for health promotion projects. ODPHP National Health Information Center, P.O. Box 1133, Washington, D.C. 20013-1133.

Wilson-Brewer R, Cohen S, O'Donnell LO, Goodman IF. Violence prevention for young adolescents: A survey of the state of the art. Working papers from the Carnegie Council on Adolescent Development. Carnegie Corporation, 2400 N Street NW, Washington, D.C. 20037-1153 (202) 429-7979

Appendix

Activities in the United States To Prevent Youth Violence

The following lists of community programs designed to prevent youth violence will help other communities that want to start activities locate programs that are of interest and talk to the people involved. Several points to keep in mind:

- Programs included are not promoted by the Public Health Service or the Centers for Disease Control as the answer to any one community's problems. Very few violence prevention programs have been evaluated. In addition, programs that work in one community may need to be tailored to fit another community's needs.

- Programs are listed by the strategies discussed in these guidelines. Because many programs have more than one strategy, some programs will be listed in a number of places.

- The programs listed are those that CDC has been involved in or that have been reported to CDC by various organizations across the country. The list is by no means complete. If you have a program that you would like listed, please fill in the form at the end of this appendix and send to the address given. Please feel free to duplicate this form and pass along to other interested organizations.

Mentoring

Name	Target Group	Setting	Description
Black Male Youth Project 1510 9th Street N.W. Washington, DC 20077 (202) 332-0213	Males, ages 11 - 17	Elementary and secondary schools, homes, churches, youth organizations	Mentoring
Breakthrough Foundation: Youth at Risk 1952 Lombard St. San Francisco, CA 94123 (415) 673-0171	Youth, ages 13 - 21	Wilderness retreat, community	Mentoring *Also*: Wilderness course stressing rules, responsibility, reliance on group
Go to High School, Go to College Atlanta, GA (404) 766-5744	Adolescent African-American males	High school, middle school	Mentoring
Project 2000 Center for Educating African-American Males, Morgan State University, School of Education in Urban Studies 3083 Jenkins Hall Baltimore, MD 21239 (410) 319-3275	Elementary school-age males, mostly from single-parent, female-headed homes	Elementary schools	Mentoring
Project Image 765 E. 69th Place, Chicago, IL 60637 (312) 324-8700	African-American males, ages 8 - 18	Churches	Mentoring

Mentoring

Name	Target Group	Setting	Description
Project PEACE 534 E. 37th Street, 1st Floor, Chicago, IL 60653 (312) 791-4768	Elementary and high school students near public housing	Schools, public housing	Mentoring *Also:* Peer leadership, peer mediation, Rites of Passage, grief counseling, life training
Project RAISE 605 N. Eutaw, St., Baltimore, MD 21201 (410) 685-8316	Youth with high-risk behaviors in fifth, sixth, and seventh grades	School, home	Mentoring
Project RAP (Reaching Adulthood Prepared) Timothy Baptist Church 481 Timothy Road Athens, GA 30606 (404) 549-1435	African-American males, ages 12-17	Community, church	Mentoring
Safe Kids/Safe Neighborhoods New York City Department of Health Box 46, 125 Worth Street New York, NY 10013 (212) 566-6121 or 566-8003	Youth of all ages	Community	Mentoring; *Also:* Conflict resolution, social skills training, parent training and support, job training, peer leadership training, recreation
YES! Atlanta 955 Spring Street Atlanta, GA 30309 (404) 874-6996	13- to 18-year olds from housing projects	Housing projects	Mentoring *Also:* Tutoring for school and job skills

Mentoring

Name	Target Group	Setting	Description
Young Men's Project 3030 W. Harrison St., Chicago, IL 60612 6000 S. Wentworth Ave., Chicago, IL 60621	African-American males	Elementary and secondary schools	Mentoring *Also:* Curriculum

Conflict Resolution

Name	Target Group	Setting	Description
Boston Conflict Resolution Program Boston Area Educators for Social Responsibility 11 Garden Street Cambridge, Massachusetts 02138 (617) 492-8820	Elementary school children and teachers	School	Conflict resolution training, *Also:* Teacher training programs, support groups, peer mediation
Children's Creative Response to Conflict Box 271, 523 N. Broadway, Nyack, NY 10960 (914) 358-4601	Early elementary school children	School	Conflict resolution, *Also:* Classroom workshops that emphasize cooperation, communication
Committee for Children 172 20th Avenue Seattle, Washington 98122 (800) 634-4449	Preschoolers, elementary school children	School	Curriculum on conflict resolution, empathy, anger management
Community Youth Gang Services Project 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Crisis intervention and mediation; *Also:* Job counseling, environmental barriers, recreation opportunities

Conflict Resolution

Name	Target Group	Setting	Description
Grant Middle School Conflict Resolution Training 2400 Grant Boulevard, Syracuse, NY 13208 (315) 435-4433	Students	Middle schools	Conflict resolution training
Hartford Adolescent Violence Prevention Project The Connecticut Childhood Injury Prevention Center 80 Seymour St. Hartford, Connecticut 06115	Adolescents	Schools, recreation programs, youth service agencies, churches, and clubs	Conflict resolution; *Also:* Link with social support services, public awareness campaign
Hawaii Mediation Program Univ. of Hawaii at Manoa, West Hall Annex 2, Room 222, 1776 University Ave., Honolulu, HI 96822	Students	High schools	Conflict resolution training *Also:* Student mediators
House of Umoja Boystown 1410 N. Frazier Street, Philadelphia, PA 19131 (215) 473-5893	Potential gang members, gang members	Home	Conflict resolution, *Also:* Surrogate family, remedial basic education, vocational education and counseling, life skills training, and recreation
Male Health Alliance for Life Extension (MHALE) 10 Sunnybrook Road, P.O. Box 1409 Raleigh, North Carolina 27620 (919) 250-4535	Youth with high-risk behavior, ages 11-17, African-American males	Special schools, community settings	Conflict resolution; *Also:* Remedial basic education, vocational education and counseling, life skills training

Conflict Resolution

Name	Target Group	Setting	Description
Resolving Conflict Creatively Program 163 Third Ave., # 239, New York City, NY 10003 (212) 260-6290	Children and youth in grades K - 12	Elementary and secondary schools	Conflict resolution curriculum, *Also:* Student mediation
Safe Kids/Safe Neighborhoods New York City Dept. of Health Box 46 125 Worth Street New York, NY 10013 (212) 566-6121/8003	Youth of all ages	Community	C. R., *Also:* Social skills, parent training and support, mentoring, job training, peer leadership training, recreation
Santa Fe Mountain Center Route 4, Box 34C Santa Fe, New Mexico 87501 (505) 983-6158	Youth with high-risk behavior, First offenders	Wilderness camp activity site, schools community	Conflict resolution, *Also:* Educational programs, social skills, communication, problem-solving, counseling, recreational opportunities
School Initiatives Program 149 Ninth Street, San Francisco, CA 94103 (415) 552-1250	Students	Middle and high schools	Conflict resolution training *Also:* Peer conflict managers

Conflict Resolution

Name	Target Group	Setting	Description
Urban Interpersonal Violence Injury Control Project 2360 East Linwood Kansas City, Missouri 64109 (816) 861-9100	Youth with high-risk behavior, usually referred through courts or social services	Special schools	Educational program on conflict resolution and anger control, *Also:* Problem-solving, recreational and social opportunities
Violence Intervention Program (VIP) Durham City Schools Durham, North Carolina 27702 (919) 966-5980	Elementary school children, middle school teachers	Middle and elementary schools	Conflict resolution; *Also:* teacher training, peer counselors (8th grade students for 6th grade students)
Violence Prevention Program Mecklenburg County Health Department 249 Billingsley Road Charlotte, North Carolina 28211 (704) 336-6443	Students in 7th, 8th, and 9th grades	Middle schools	Conflict resolution, support groups
Violence Prevention Project Health Promotion Program for Urban Youth 1010 Massachusetts Ave., 2nd Floor Boston, MA 02118 (617) 534-5196	Adolescents	Schools, multiservice centers, boys and girls clubs, recreation programs, housing developments, juvenile detention centers, churches, neighborhood health centers	Conflict resolution curriculum *Also:* Public service announcements, educational media, identification of high-risk youth, counseling

Conflict Resolution

Name	Target Group	Setting	Description
Voyageur Outward Bound School 500 W. Madison Street, Suite 2100, Chicago, IL 60606 (312) 715-0550	Gang members, 13 - 17 years of age	Wilderness and urban settings	Conflict resolution training, *Also:* Wilderness and urban adventure course that teaches group cooperation, communication, alternatives to violent solutions
Washington Community Violence Prevention Program Washington Hospital Center Room 4B-46 110 Irving Street, N.W. Washington, D.C. 20010 (202) 877-3761	Youth and adolescents	Schools and juvenile detention centers	Conflict resolution training, education about risk factors for violence, problem-solving. *Also:* Public information media campaign
The Youth Gang Drug Prevention Program Mecklenburg County Health Department 249 Billingsley Road Charlotte, North Carolina 28211 (704) 336-6443	Potential gang members, youth, ages 10-18, and their families	Schools, neighborhoods, housing developments, recreation centers	Conflict resolution; *Also:* Recreation

Training in Life and Social Skills

Name	Target Group	Setting	Description
African American Male Education Network (AMEN) 9824 South Western Avenue, Suite 175 Chicago, Illinois 60643 (708) 720-0235	African-American males, families, teachers, trainers	Schools, social service agencies, law enforcement agencies, hospitals and churches	Rites of Passage, advocacy, education for male and female responsibility and parenting
Barron Assessment and Counseling Center 25 Walk Hill Street, Jamaica Plan, MA 02130 (617) 635-8123	Weapons carriers	Elementary, middle and high schools	Education on violence prevention, *Also:* Individual and group counseling
Boston Conflict Resolution Program Boston Area Educators for Social Responsibility 11 Garden Street Cambridge, Massachusetts 02138 (617) 492-8820	Elementary school children and teachers	School	Teacher training programs, support groups, peer mediation, curricula on conflicts that commonly occur in school settings and ways to deal with conflict
Breakthrough Foundation: Youth at Risk 1952 Lombard St., San Francisco, CA 94123 (415) 673-0171	Youth, ages 13 - 21	Wilderness retreat, community	Wilderness course stressing rules, responsibility, reliance on group, *Also:* Mentoring
Channeling Children's Anger Institute for Mental Health Initiatives 4545 42nd Street, N.W., Suite 311, Washington, DC 20016 (202) 364-7111	Junior and senior high students, professionals who work with young people and their families	Schools, social service settings, heath care settings	Anger management curriculum

Training in Life and Social Skills

Name	Target Group	Setting	Description
Chicanos por la Causa 1112 E. Buckeye Road, Phoenix, AZ 85034 (602) 257-0700	Youth with high-risk behavior	Social service agencies	Education *Also:* Counseling, job placement
Children's Creative Response to Conflict Box 271, 523 N. Broadway, Nyack, NY 10960 (914) 358-4601	Elementary school children	School, churches, social service agencies, community	Classroom workshops that emphasize cooperation, communication, bias awareness, *Also:* Conflict resolution
Climb Theatre* 500 N. Robert Street, Suite 220, St. Paul, MN 55101 (612) 227-9660 *does a production called Ouch	Elementary school children	Schools	Violence education for children, including a play, curriculum, psychological counseling
Community Youth Gang Services Project 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Crisis intervention and mediation *Also:* Job counseling, environmental barriers, recreation opportunities
Early Adolescent Helper Program 25 West 43rd Street, Room 620, New York City, NY 10036 (212) 642-2307	Adolescents, ages 10 -15	Schools, day-care programs, senior centers, community agencies	Curriculum on human development; *Also:* Community involvement, learning job skills

Training in Life and Social Skills

Name	Target Group	Setting	Description
Gang Prevention and Intervention Program Turning Point Family Services, Inc. 1602 S. Brookhurst St., Anaheim, CA 92804	School-age youth	Elementary, middle and high schools	Curriculum on self-esteem, decision-making skills, and other issues related to gangs
Good Grief Program 295 Longwood Ave., Boston, MA 02115 (617) 232-8390	Children who experience a death of family member or friend through violence	School, community	Crisis intervention, consultation for teachers, administrators, parents
HAWK Federation Manhood Development and Training Program 175 Filbert Street, Suite 202, Oakland, California 94607 (510) 836-3245	Adolescent African-American males	Junior high and high schools, churches, community centers	High school curriculum, cultural problem-solving skills, interpersonal skills, character development, academic and decision-making skills
House of Umoja Boystown 1410 N. Frazier Street, Philadelphia, PA 19131 (215) 473-5893	Potential gang members, gang members	Home	Surrogate family, remedial basic education, vocational education and counseling, life skills training, *Also:* Conflict resolution training, and recreation

Training in Life and Social Skills

Name	Target Group	Setting	Description
Leadership Development Institute 2137 W. 54th Street Chicago, Illinois 60609 (708) 868-8411	African-American youth, ages 10-21, and their families	Home, schools, community	Rites of Passage, cultural awareness, male and female responsibility, stress management, violence prevention, sex education and parenting
Male Health Alliance for Life Extension (MHALE) 10 Sunnybrook Road, P.O. Box 1409 Raleigh, North Carolina 27620 (919) 250-4535	Youth with high-risk behavior, ages 11-17, African-American males	Special schools, community settings	Life skills training; *Also:* Remedial basic education, vocational education and counseling, conflict resolution
Metropolitan Area Child Study (MACS) University of Illinois at Chicago Department of Psychology (M/C 285) Chicago, Illinois 60680 (312) 996-2600	Elementary school children	School, home	Development of nonagressive norms for behavior, reduction of hostile bias, encouragement of prosocial behavior
Milwaukee Public Schools P.O. Drawer, 10K, Milwaukee, WI 53201 (414) 475-8393	African-American males	Elementary and middle schools	Immersion schools

Training in Life and Social Skills

Name	Target Group	Setting	Description
The New Haven Social Development Program Department of Social Development New Haven Public School System James Hillhouse High School New Haven, CT 06511 (203) 772-7443	Students	Middle schools	Curriculum that helps students acquire socially competent behavior
The Paramount Plan: Alternatives to Gang Membership 16400 Colorado Ave., Paramount, CA 90723 (213) 220-2140	Potential gang members	Elementary and middle schools, community settings	Curriculum for students *Also:* Parent/community awareness
PATHS: Promoting Adolescents Through Health Service Children's Hospital Medical Center of Akron 377 S. Portage Path Akron, Ohio 44320 (216) 535-7000	Adolescents, ages 12 to 17, parents	Community	Family life and sex education; Also: Health care, counseling, fitness activities, theatre and dance, tutoring, career awareness program, parent education
PATHS: Providing Alternative Thinking Strategies University of Washington, Seattle, WA 98195	Early elementary school children	School	Curriculum that stresses adaptive capabilities, self-control, emotional understanding, problem-solving

Training in Life and Social Skills

Name	Target Group	Setting	Description
Philadelphia Injury Prevention Program Philadelphia Health Department 500 S. Broad Street, Philadelphia, PA 19146 (215) 875-5661	Gang members	Community outreach, hospital	Crisis intervention, counseling victims to prevent retaliation, *Also:* Community education
Planned Futures Brand Whitlock Community Center 642 Division Street Toledo, Ohio 43602 (419) 698-2646	Adolescents, parents	Community center	Family life education, Also: Job club, educational help, education on history and culture, sports, physical and mental health services, parent program
Project PEACE 534 E.37th Street, 1st Floor, Chicago, Illinois 60653 (312) 791-4768	Elementary and high school students near public housing	Schools, public housing	Mentoring; *Also:* Peer leadership, peer mediation, Rites of Passage, grief counseling, life training
Project SPIRIT 1225 Eye Street, N.W., Suite 750 Washington, DC 20005 (202) 371-1091	African-American children, parents, and pastors	Churches	After-school curriculum and life skills training, pastoral counseling, training, parenting education

Training in Life and Social Skills

Name	Target Group	Setting	Description
Safe Kids/Safe Neighborhoods New York City Dept. of Health Box 46 125 Worth Street New York, NY 10013 (212) 566-6121/8003	Youth of all ages	Community	C. R.; *Also:* Social Skills, parent training and support, mentoring, job training, recreation
Santa Fe Mountain Center Route 4, Box 34C Santa Fe, NM 87501 (505) 983-6158	Youth with high-risk behavior, first offenders	Wilderness camp, activity site, schools, community	Educational programs, social skills, communication, problem-solving, *Also:* Conflict resolution, counseling, recreational opportunities
Southeast Community Day Center School 9525 E. Imperial Highway, Downey, CA 90242 (213) 922-6821	Juvenile offenders	Special schools	Classroom education, life skills training *Also:* Job skills training, work opportunities
Southeastern Michigan Spinal Cord Injury System 261 Mack Avenue, Detroit, MI 48201 (313) 745-9740	High school students	Schools, other settings where youth come together in a structured environment	Videotape program and discussion guide about gunshot victims

Training in Life and Social Skills

Name	Target Group	Setting	Description
Teens, Crime, and the Community National Crime Prevention Council 1700 K Street, N.W., Suite 200, Washington, DC 20006 (202) 466-6272	Students	Schools	Curriculum on how students can reduce their chances of becoming a victim and encouraging students to participate in community projects
Urban Interpersonal Violence Injury Control Project 2360 East Linwood Kansas City, Missouri 64109 (816) 861-9100	Youth with high-risk behavior, usually referred through courts or social services	Special schools	Educational program on conflict resolution and anger control, *Also:* Problem-solving, recreational and social opportunities
Viewpoints Training Program University of Illinois at Chicago Center for Research on Aggression, Dept. of Psychology, P.O. Box 4348, M/C 285, Chicago, IL 60680 (312) 413-2624	Violent youth	Social service agencies, law enforcement agencies	Curriculum for group sessions that teach skills at solving social problems and alternatives to violent behavior
Voyageur Outward Bound School 500 W. Madison Street, Suite 2100, Chicago, IL 60606 (312) 715-0550	Gang members, 13 - 17 years of age	Wilderness and urban settings	Wilderness and urban adventure course that teaches group cooperation, communication, alternatives to violent solutions, *Also:* Conflict resolution training,

Training in Life and Social Skills

Name	Target Group	Setting	Description
Where Have All the Children Gone? New Center Community Mental Health Services 2051 W. Grand Boulevard, Detroit, MI 48208 (313) 895-4000	Students, 10 - 17 years of age	Schools	Curriculum on awareness of violence and problem-solving skills
Young Men's Project 3030 W. Harrison St., Chicago, IL 60612 6000 S. Wentworth Ave., Chicago, IL 60621	African-American males	Elementary and secondary schools	Curriculum *Also:* Mentoring
Youth Development, Inc. 1710 Centro Familiar, S.W., Albuquerque, NM 87105 (505) 873-1604	All ages (from 3-year-olds to youth in early 20s)	Community outreach	Educational activities *Also:* Work opportunities, recreational opportunities
102nd Street Elementary School Los Angeles, California	Children who experience a death of family member or friend through violence	School	Classes on grief and loss

Education To Reduce Injuries from Firearms

Name	Target Group	Setting	Description
Community Youth Gang Services Project 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Crisis intervention and mediation *Also:* Job counseling, environmental barriers, recreation opportunities
Kids + Guns = A Deadly Equation 1450 Northeast 2nd Ave., Room 904, Miami, FL 33132 (305) 995-1986	Students	School settings: K- 12	Curriculum to teach children and youth the dangers of playing with or carrying guns
Public Information Campaign Charlotte, N.C., Police Department and Center to Prevent Handgun Violence 1225 Eye Street, NW, Suite 1100 Washington, D.C. 20005 (202) 289-7319	Public	Community	Awareness campaign about handgun safety
Public Information Campaign Baltimore, Maryland, Police Department and Center to Prevent Handgun Violence 1225 Eye Street, NW, Suite 1100 Washington, D.C. 20005 (202) 289-7319	Public	Community	Awareness campaign about handgun safety

Parenting

Name	Target Group	Setting	Description
Community Youth Gang Services Project 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Crisis intervention and mediation *Also:* Job counseling, environmental barriers, recreation opportunities
Planned Futures Brand Whitlock Community Center 642 Division Street Toledo, Ohio 43602 (419) 698-2646	Adolescents, parents	Community center	Parent program; *Also:* Family life education, Also: Job club, educational help, education on history and culture, sports, physical and mental health services
Prenatal/Infancy Project Elmira, New York (716) 275-3738	Poor pregnant women	Home, community	Home visitation to teach parenting skills and basic health education
Parents as Teachers University of Missouri, Marillac Hall 8001 Natural Bridge Road St. Louis, Missouri 63121 (314) 553-5738	Parents of children (prenatal through age 3)	Home, community	Home visitation and group meetings by parent educators who teach parenting skills; screen for developmental problems and link with other services

Parenting

Name	Target Group	Setting	Description
PATHS: Promoting Adolescents Through Health Service Children's Hospital Medical Center of Akron 377 S. Portage Path Akron, Ohio 44320 (216) 535-7000	Adolescents, ages 12 to 17, parents	Community	Parent education; *Also:* Family life and sex education; Also: Health care, counseling, fitness activities, theatre and dance, tutoring, career awareness program
Project STEEP (Steps Toward Effective, Enjoyable Parenting) N548 Elliott Hall 75 East River Road Minneapolis, Minnesota 55455 (612) 624-0210	Low-income, first-time parents	Community, home	Parenting classes, individual therapeutic intervention and case management
Richstone Family Center 13620 Cordary Avenue Hawthorne, California 90250 (213) 970-1921	Victims of child abuse and their families	Community, home	Parenting classes; *Also:* Counseling and referral services
Safe Kids/Safe Neighborhoods New York City Dept. of Health Box 46 125 Worth Street New York, NY 10013 (212) 566-6121/8003	Youth of all ages	Communiity	C.R., *Also:* Social skills, parent training and support, mentoring, job training, peer leadership training, recreation

Peer Education

Name	Target Group	Setting	Description
Hawaii Mediation Program Univ. of Hawaii at Manoa, West Hall Annex 2, Room 222, 1776 University Ave., Honolulu, HI 96822	Students	High schools	Student mediators *Also:* Conflict resolution training
New Way of Fighting 878 Peachtree St., N.E., Room 212, Atlanta, GA 30309 (404) 894-6617	Gang members	Schools	Peer meetings and mediation
Project Reach 1 Orchard Street, 2nd Floor New York, New York 10002 (212) 966-4227	Asian, Black, Latino and White youth at risk (ages 12-21); immigrants, runaways, gang members, suicidal youth	Community-based youth center	Peer counseling and training regarding antidiscrimination, racism, sexism, homophobia & heterosexism *Also:* Crisis counseling, school and court advocacy
RAPP (Resolve All Problems Peacefully) Ferguson Middle School 701 January Avenue Ferguson, Missouri 63135 (314) 521-5792	Middle school students	Schools	Peer mediation
Resolving Conflict Creatively Program New York City Public Schools 163 Third Ave., # 239, New York City, NY 10003 (212) 260-6290	Children and youth in grades K - 12	Elementary and secondary schools	Student mediation *Also:* Conflict resolution curriculum,

Peer Education

Name	Target Group	Setting	Description
School Initiatives Program 149 Ninth Street, San Francisco, CA 94103 (415) 552-1250	Students	Middle and high schools	Peer conflict managers *Also:* Conflict resolution training
Teens on Target 314 East 10th St., Oakland, CA 94606 (510) 635-8600, ext. 415	Students	Middle and high schools	Peer education and youth advocacy
Violence Intervention Program (VIP) Durham City Schools Durham, North Carolina 27702 (919) 966-5980	Elementary school students, middle school teachers	Middle and elementary schools	Peer counseling; *Also:* Teacher training, conflict resolution

Public Information and Education Campaigns

Name	Target Group	Setting	Description
Community Youth Gang Services Project 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Crisis intervention and mediation *Also:* Job counseling, environmental barriers, recreation opportunities
Hartford Adolescent Violence Prevention Project The Connecticut Childhood Injury Prevention Center 80 Seymour St. Hartford, Connecticut 06115	Adolescents	Schools, recreation programs, youth service agencies, churches, clubs	Public awareness campaign; *Also:* Conflict resolution, educational program for health care providers
Montgomery County Violence Prevention Project 301 W. Third Street, Fifth Floor Dayton, Ohio 45402-1418 (513) 225-5623	Elementary, middle, and high school students, general public	Community settings: schools, media, youth clubs	Media publicity, poster contents, rap contests
The Paramount Plan: Alternatives to Gang Membership City of Paramount 16400 Colorado Ave., Paramount, CA 90723 (213) 220-2140	Potential gang members	Elementary and middle schools, community settings	Parent/community awareness, *Also:* Curriculum for students
Philadelphia Injury Prevention Program 500 S. Broad Street, Philadelphia, PA 19146 (215) 875-5657	Gang members	Community outreach, hospital	Community education *Also:* Crisis intervention, counseling victims to prevent retaliation

Public Information and Education Campaigns

Name	Target Group	Setting	Description
Public Information Campaign Charlotte, N.C. Police Department and Center to Prevent Handgun Violence 1225 Eye Street, NW, Suite 1100 Washington, D.C. 20005 (202) 289-7319	Public	Community	Awareness campaign about handgun safety
Public Information Campaign Baltimore Maryland Police Department and Center to Prevent Handgun Violence 1225 Eye Street, NW, Suite 1100 Washington, D.C. 20005 (202) 289-7319	Public	Community	Awareness campaign about handgun safety
Save Our Sons and Daughters (SOSAD) 453 Martin Luther King Boulevard, Detroit, MI 48201 (303) 833-3030	Parents, public	Community	Public awareness campaigns, community marches, lobby for elimination of handguns *Also:* Family support of children who have been killed

Public Information and Education Campaigns

Name	Target Group	Setting	Description
Violence Prevention Project Health Promotion Program for Urban Youth 1010 Massachusetts Ave., 2nd Floor Boston, MA 02118 (617) 534-5196	Adolescents	Schools, multiservice centers, boys and girls clubs, recreation programs, housing developments, juvenile detention centers, churches, neighborhood health centers	Public service announcements, educational media *Also:* Conflict resolution, curriculum, identification of youth with high-risk behavior, counseling
Washington Community Violence Prevention Program Washington Hospital Center Room 4B-46 110 Irving Street, N.W. Washington, D.C. (202) 877-3761	General public	Community	Public service announcements, posters and other media. *Also:* Conflict resolution for youth

Legal and Administrative Strategies

Name	Target Group	Setting	Description
Challengers Boys Club 5029 S. Vermont Ave., Los Angeles, CA 90037 (213) 971-6141	Males and females, ages 6 - 17	Community center	Strict code of rules including restrictions against wearing gang-related clothing; *Also:* Recreational activities, social development
Save Our Sons and Daughters (SOSAD) 453 Martin Luther King Boulevard, Detroit, MI 48201 (303) 833-3030	Parents, public	Community	Lobby for elimination of handguns; *Also:* Public awareness campaigns, community marches, family support of children who have been killed

Therapeutic Activities

Name	Target Group	Setting	Description
Cities in Schools 401 Wythe Street Ste. 200 Alexandria, VA 22314-1963 (703) 519-8999	Elementary and secondary students	Schools	Counseling, employment, recreational, legal assistance, services brought to school
Community Youth Gang Services 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, potential gang members	Recreation opportunities, *Also*: Crisis intervention and mediation, job counseling, environmental barriers
Dallas Independent School District Crisis Management Plan 3700 Ross Avenue Dallas, Texas 75204-5491 (214) 565-6700	School management and teachers	Schools	Coordinated response to crises; counseling, referral
Good Grief Program 295 Longwood Ave., Boston, MA 02115 (617) 232-8390	Children who experience a death of family member or friend through violence	School, community	Crisis intervention Consultation for teachers, administrators, parents

Therapeutic Activities

Name	Target Group	Setting	Description
House of Umoja Boystown 1410 N. Frazier Street, Philadelphia, PA 19131 (215) 473-5893	Potential gang members, gang members	Home	Surrogate family, remedial basic education, vocational education and counseling, life skills training, conflict resolution, and recreation
Howard University Violence Prevention Project Department of Psychology, Howard University 525 Bryant Street NW Washington, D.C. 20011 (202) 806-6805	Children who have witnessed violence or lost loved one to homicide	Community	Counseling, parent support and teacher training; *Also:* Conflict resolution, development of social skills
PATHS: Promoting Adolescents Through Health Service Children's Hospital Medical Center of Akron 377 S. Portage Path Akron, Ohio 44320 (216) 535-7000	Adolescents, ages 12 to 17, parents	Community	Counseling; *Also:* Family life and sex education, health care, fitness activities, theatre and dance, tutoring, career awareness program, parent education
Philadelphia Injury Prevention Program 500 S. Broad Street, Philadelphia, PA 19146 (215) 875-5657	Gang members	Community outreach, hospital	Crisis intervention, community education, counseling victims to prevent retaliation
Planned Futures Brand Whitlock Community Center 642 Division Street Toledo, Ohio 43602 (419) 698-2646	Adolescents, parents	Community center	Counseling; *Also:* Family life education, job club, educational help, education on history and culture, sports, physical health services, parent program

Therapeutic Activities

Name	Target Group	Setting	Description
Project Reach 1 Orchard Street, 2nd Floor New York, New York 10002 (212) 966-4227	Asian, Black, Latino and white youth at risk (ages 12-21); immigrants, runaways, gang members, suicidal youth	Community-based youth center	Individual and family crisis counseling; school and court advocacy. *Also:* Peer counseling and training
Richstone Family Center 13620 Cordary Avenue Hawthorne, California 90250 (213) 970-1921	Victims of child abuse and their families	Center, home	Counseling and referral; *Also*: Parenting classes
Santa Fe Mountain Center Route 4, Box 34C Sante Fe, NM 87501 (505) 983-6158	Youth with high-risk behavior, first offenders	Wilderness	Counseling Recreational opportunities, *Also:* Educational programs, conflict resolution, social skills, communication, problem-solving
Save Our Sons and Daughters (SOSAD) 453 Martin Luther King Boulevard, Detroit, MI 48201 (303) 833-3030	Parents, public	Community	Family support of children who have been killed, *Also:* Public awareness campaigns, community marches, lobby for elimination of handguns

Therapeutic Activities

Name	Target Group	Setting	Description
The Violence Postvention Program Philadelphia Injury Prevention Program Philadelphia Dept. of Public Health Philadelphia, PA (215) 875-5657	Youth with high-risk behavior, adolescents, parents	Hospitals, community	Crisis intervention, group therapy, peer and community support
Violence Prevention Project Health Promotion Program for Urban Youth 1010 Massachusetts Ave., 2nd Floor Boston, MA 02118 (617) 534-5196	Adolescents	Schools, multiservice centers, boys and girls clubs, recreation programs, housing developments, juvenile detention centers, churches, neighborhood health centers	Identification of youth with high-risk behavior, counseling, *Also:* Public service announcements, educational media, conflict resolution curriculum

Recreational Activities

Name	Target Group	Setting	Description
Challengers Boys Club 5029 S. Vermont Ave., Los Angeles, CA 90037 (213) 971-6161	Males and females, ages 6 - 17	Community center	Recreational activities *Also:* Social development, strict code of rules including restrictions against wearing gang-related clothing
Chicago Commons Association 915 N. Wolcott, Chicago, IL 60622 (312) 342-5330	Gang members, potential gang members	Chicago Common centers, street outreach	Recreational activities, *Also*: Case-managment support, job training, work opportunities
Cities in Schools 401 Wythe Street Ste. 200 Alexandria, VA 22314-1963 (703) 519-8999	Elementary and secondary students	Schools	Counseling, employment, recreational, legal assistance services brought to school
Community Youth Gang Services 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Recreation opportunities, *Also:* Crisis intervention and mediation, job counseling, environmental barriers

Recreational Activities

Name	Target Group	Setting	Description
House of Umoja Boystown 1410 N. Frazier Street, Philadelphia, PA 19131 (215) 473-5893	Potential gang members, gang members	Home	Recreation, *Also:* Surrogate family, remedial basic education, vocational education and counseling, life skills training, conflict resolution
Mid-night Hoops Program Columbia, SC (803) 777-5709	Youth (male and female) 12-18 years of age	City and county recreation departments	Recreation
PATHS: Promoting Adolescents Through Health Service Children's Hospital Medical Center of Akron 377 S. Portage Path Akron, Ohio 44320 (216) 535-7000	Adolescents, ages 12 to 17, parents	Community	Expression through theatre and dance, fitness activities; *Also*: Counseling
Planned Futures Brand Whitlock Community Center 642 Division Street Toledo, Ohio 43602 (419) 698-2646	Adolescents, parents	Community center	Sports; *Also*: Counseling, family life education, job club, educational help, education on history and culture, physical health services, parent program

Recreational Activities

Name	Target Group	Setting	Description
Safe Kids/Safe Neighborhoods New York City Dept. of Health Box 46 125 Worth Street New York, NY 10013 (212) 566-6121/8003	Youth of all ages	Community	Recreation *Also:* Social skills, parent training and support, mentoring, job training, peer leadership training, recreation
Santa Fe Mountain Center Route 4, Box 34C Santa Fe, NM 87501 (505) 983-6158	Youth with high-risk behavior, first offenders	Wilderness	Recreational opportunities, *Also:* Educational programs, conflict resolution, social skills, communication, problem-solving
Urban Interpersonal Violence Injury Control Project 2360 East Linwood Kansas City, Missouri 64109 (816) 861-9100	Youth with high-risk behavior, usually referred through courts or social services	Special schools	Recreational and social opportunities, *Also:* Educational program on conflict resolution, anger control, problem-solving
Youth Development, Inc. 1710 Centro Familiar, S.W., Albuquerque, NM 87105 (505) 873-1604	All ages (from 3-year-olds to youth in early 20s)	Community outreach	Recreational opportunities, *Also:* Educational activities, work opportunities

Work Opportunities

Name	Target Group	Setting	Description
The Youth Gang Drug Prevention Program Mecklenburg County Health Department 249 Billingsley Road, Charlotte, North Carolina 28211 (704) 336-6443	Potential gang members, youth, ages 10-18, and their families	Schools, neighborhoods, housing developments, recreation centers	Recreation and teen clubs; *Also*: Conflict resolution
Chicago Commons Association 915 N. Wolcott, Chicago, IL 60622 (312) 342-5330	Gang members, potential gang members	Chicago Common centers, street outreach	Job training, work opportunities, *Also*: Recreational activities, case-managment support
Chicanos por la Causa 1112 E. Buckeye Road, Phoenix, AZ 85034 (602) 257-0700	Juvenile offenders	Social service agencies	Job placement, *Also:* Education, counseling
Cities in Schools 401 Wythe Street Ste. 200 Alexandria, VA 22314-1963 (703) 519-8999	Elementary and secondary students	Schools	Counseling, employment, recreational, legal assistance services brought to school
Community Youth Gang Services 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Job counseling, *Also:* Recreation opportunities, Crisis intervention and mediation, environmental barriers

Work Opportunities

Name	Target Group	Setting	Description
Early Adolescent Helper Program 25 West 43rd Street, Room 620, New York City, NY 10036 (212) 642-2307	Adolescents, ages 10 -15	Schools, day-care programs, senior centers, community agencies	Community involvement, learning job skills, *Also:* Curriculum on human development
Male Health Alliance for Life Extension (MHALE) 10 Sunnybrook Road, P.O. Box 1409 Raleigh, North Carolina 27620 (919) 250-4535	Youth with high-risk behavior, ages 11-17, African-American males	Special Schools, community settings	Vocational education and counseling; *Also:* Remedial basic education, vocational education and counseling, life skills training, conflict resolution
Planned Futures Brand Whitlock Community Center 642 Division Street Toledo, Ohio 43602 (419) 698-2646	Adolescents, parents	Community center	Job club; *Also*: family life education, educational help, education on history and culture, sports, physical and mental health services, parent program
Safe Kids/Safe Neighborhoods New York City Dept. of Health Box 46 125 Worth Street New York, NY 10013 (212) 566-6121/8003	Youth of all ages	Community	Job training, *Also:* Social skills, parent training and support, mentoring, recreation

Work Opportunities

Name	Target Group	Setting	Description
Southeast Community Day Center School 9525 East Imperial Highway, Downey, CA 90242 (213) 922-6821	Juvenile offenders	Special schools	Job skills training, work opportunities, *Also:* Classroom education, life skills training
Youth Development, Inc. 1710 Centro Familiar, S.W., Albuquerque, NM 87105 (505) 873-1604	All ages (from 3-year-olds to youth in early 20s)	Community outreach	Work opportunities, *Also:* Recreational opportunities, educational activities

Modification of the Physical Environment

Name	Target Group	Setting	Description
Community Youth Gang Services 144 S. Fetterly Ave., Los Angeles, CA 90022 (213) 266-4264	Gang members, potential gang members	Street outreach, neighborhood programs	Environmental barriers, *Also:* Job counseling, recreation opportunities, crisis intervention and mediation
Concrete Barriers 1354 Newton St., Los Angeles, CA 90021 (213) 485-5261	Gangs and drug dealers	Streets	Concrete barriers, off-limit signs, increased police patrol
Cornell University Blue Light Program Crime Prevention Unit, Department of Public Safety Cornell University Ithaca, New York 14853 (607) 255-1111	Anyone on campus	Dormitories and academic buildings on open campus	Phone security system, night bus service and escort service
Safe By Design Tucson Police Department, Tucson, Arizona (602) 791-4450	All community members	Community	Environmental design for safety
Safe Kids/Safe Neighborhoods New York City Dept. of Health Box 46, 125 Worth Street New York, NY 10013 (212) 566-6121/8003	Youth of all ages	Community	Safe paths to school, *Also:* Social Skills, parent training and support, mentoring, job training, peer leadership training, recreation

Index of Community Programs to Prevent Youth Violence

African American Male Education Network (AMEN): Chicago, IL: 28,63

Alcohol Server Education Program, Oregon: 21

Barron Assessment and Counseling Center, Jamaica Plain, MA: 63

Black Male Youth Project, Washington, DC: 55

Boston Conflict Resolution Program, Cambridge, MA: 13,58,63

Breakthrough Foundation: Youth at Risk, San Francisco, CA: 55,53

Center to Prevent Handgun Violence, Washington, DC: 17,72,78

Challengers Boys Club, Los Angeles, CA: 21,80,85

Channeling Children's Anger, Washington, DC: 63

Chicago Commons Association, Chicago, IL: 85,88

Chicanos por la Causa, Phoenix, AZ: 64,88

Children's Creative Response to Conflict, Nyack, NY: 58,64

Cities in Schools, Alexandria, VA: 81,85,88

Climb Theatre, St. Paul, MN: 64

Committee for Children, Seattle, WA: 58

Community Youth Gang Services Project, Los Angeles, CA: 7,27,28,58,64,72,73,77,81,85,88,91

Concrete Barriers, Los Angeles, CA: 91

Cornell University Blue Light Program, Ithaca, NY: 26,91

Dallas Independent School District Crisis Management Plan, Dallas TX: 24,81

Early Adolescent Helper Program, New York, NY: 25,64,89

Gang Prevention and Intervention Program, Anaheim, CA: 65

Good Grief Program, Boston, MA: 65,81

Go to High School, Go to College, Atlanta, GA: 13,55

Grant Middle School Conflict Resolution Training, Syracuse, NY: 59

Hartford Adolescent Violence Prevention Project, Hartford, CT: 59,77

Hawaii Mediation Program, Honolulu, HI: 59,75

HAWK Federation Manhood Development and Training Program, Oakland, CA: 65

House of Umoja Boystown, Philadelphia, PA: 27,59,65,82,86

Howard University Violence Prevention Project, Washington, DC: 82

Kids + Guns = A Deadly Equation, Miami, FL: 15,72

Leadership Development Institute, Chicago, IL: 66

Male Health Alliance for Life Extension (MHALE), Raleigh, NC: 59,66,89

Metropolitan Area Child Study (MACS), Chicago, IL: 66

Mid-night Hoops Program, Columbia, SC: 24,86

Milwaukee Public Schools, Milwaukee, WI: 66

Montgomery County Violence Prevention Project, Dayton, OH: 77

New Haven Social Development Program, New Haven, CT: 14,67

New Way of Fighting, Atlanta, GA: 75

102nd Street Elementary School, Los Angeles, CA: 71

Paramount Plan: Alternatives to Gang Membership, Paramount, CA: 67,77

Parents as Teachers, St. Louis, Missouri: 16,73

PATHS: Promoting Adolescents through Health Service, Akron, OH: 67,74,82,86

PATHS: Providing Alternative Thinking Strategies, Seattle, WA: 67

Philadelphia Injury Prevention Program, Philadelphia, PA: 68,77,82

Planned Futures, Toledo, OH: 68,73,82,86,89

Prenatal/Infancy Project, Elmira, NY: 22,73

Project 2000, Baltimore, MD: 55

Project Image, Chicago, IL: 55

Project PEACE, Chicago, IL: 56,68

Project RAP, Athens, GA: 56

Project RAISE, Baltimore, MD: 12,56

Project Reach, New York, NY: 75,83

Project SPIRIT, Washington, DC: 68

Project STEEP, Minneapolis, Minnesota: 15,74

RAPP (Resolve All Problems Peacefully), Ferguson, MO: 16,75

Resolving Conflict Creatively Program, New York, NY: 60,75

Richstone Family Center, Hawthorne, CA: 74,83

Safe by Design, Tucson, AZ: 91

Safe Kids/Safe Neighborhoods, New York, NY: 56,60,69,74,87,89,91

Santa Fe Mountain Center, Santa Fe, NM: 60,69,83,87

Save Our Sons and Daughters (SOSAD), Detroit, MI: 78,80,83

School Initiatives Program, San Francisco, CA: 14,60,76

Southeast Community Day Center School, Downey, CA: 69,90

Southeastern Michigan Spinal Cord Injury System: Detroit, MI: 69

Teens, Crime and the Community, Washington, DC: 70

Teens on Target, Oakland, CA: 16,76

Urban Interpersonal Violence Injury Control Project, Kansas City, MO: 61,70,87

Viewpoints Training Program, Chicago, IL: 70

Violence Intervention Program (VIP), Durham, NC: 61,76

Violence Postvention Program, Philadelphia, PA: 84

Violence Prevention Program, Charlotte, NC: 61

Violence Prevention Project, Boston, MA: 28,61,79,84

Voyageur Outward Bound School, Chicago, IL: 62,70

Washington Community Violence Prevention Program, Washington, DC: 62,79

Where Have All the Children Gone? Detroit, MI: 71

YES! Atlanta, Atlanta, GA: 56

Young Men's Project, Chicago, IL: 57,71

Youth Development, Inc., Albuquerque, NM: 71,87,90

Youth Gang Drug Prevention Program, Charlotte, NC: 62,88

☆U.S. GOVERNMENT PRINTING OFFICE: 1993-737-653

If you want to list your violence prevention program, please fill out the following form and send to:

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
4770 Buford Highway NE
Mail Stop F36
Atlanta, Georgia 30341

Name of the program:

Sponsoring organization (if any):

Address:

Phone number:

Target Group:

Setting:

Description:

We would appreciate your helping us improve subsequent versions of this manual by taking a few minutes to answer the following questions:

What did you find about the manual that was most helpful?

What did you find least helpful?

How would you improve this manual?